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ABSTRACT

The following papers are included in this proceedings: "Should Continuing Educators Be Licensed? The Case Against" (Broomall); "Transitions: Predicting the Success of New Directors of Continuing Education" (Edelson); "Continuing Education's Response to Shrinking Dollars" (Hentschel); "Closing the Leadership Gap" (Long); "Programs for Older Adults" (Broomall, Garrett, McNeal); "The Courting and Marriage of the Military Continuing Education Program and a College Branch Campus: The College Perspective" (Fontenot); "Characteristics of Conferences and Institutes Affecting Attendance" (Natelli, Kowalik); "Cooperative Learning Strategies for Continuing Education Faculty" (Millis); "Selecting, Orienting, and Developing Faculty for Successful Motivational Continuing Education Programs" (Quigley); "The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Military Perspective" (Johnson); "The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Education Services Officer Perspective" (Briggs); and "Project Breakthrough: A Telecourse Model for the Mountain State" (Filek, Day-Perrots). (CML)

NUCEA

Continuing Education: A Critical Reflection

Proceedings of the 1990 Annual Conference of Region II, National University Continuing Education Association

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Part 1

Administrative Topics

Should Continuing Educators Be Licensed? The Case Against

by

James K. Broomall

Speaking as one who has earned his daily bread for more than a decade as an adult and continuing educator, it may seem paradoxical that I argue against certification or licensure of adult educators. Perhaps it is because of an inherently contrarian world view or like Groucho Marx, I simply wouldn't join any club that would have me as a member. However, my opposition is rooted instead in some core beliefs about the elements that truly constitute a profession and doubts about the value of certification and its contribution to adult education's history and integrity. I will oppose certification or licensure on three grounds:

1. Adult education is not a profession.

2. Certification or licensure would do little to enhance adult education's evolution toward a professional status.

3. Certification or licensure would betray adult education's heritage and as a solution would be worse than any problems it seeks to solve.

In his seminal work on the process of scientific inquiry, The Structure of Scientific Revolutions, Thomas Kuhn poses the term "paradigm" to describe the ". . . constellations of beliefs, values, techniques, and so on shared by the members of a given community" (Kuhn, 1969, p. 175). These "paradigms" or shared models and examples guide those members in their daily practice, and frame inquiry into research and development. Adult education lacks any common "paradigms" to provide the theoretical framework and shared body of knowledge that are benchmarks of a profession. Thus, applied knowledge and problem-solving in adult education are situation specific and grounded in given organizational philosophies, policies, and procedures not within a paradigmatic

construct of generally accepted theories and models. Adult education's conceptual vacuum ensures failure against the first standard of a profession--a theoretical body of knowledge shared by influentials in the field which, in turn, guides practice. Second, adult educators are drawn from myriad academic disciplines and fields of applied study; we do not share a common, well-defined, extensive formal training process. The socialization process inherent in professions that do develop a cohort with shared knowledge and values is consequently absent. Therefore, adult educators lack a collective identity and instead define themselves by their institutional affiliation (i.e. research university, community college, or corporation) or institutional role (i.e. manager, program developer, or counselor). Emerging from points one and two is the third reason why adult education is not a profession -- the ability to internally define standards of ethical practice. In fact, our consumer orientation and the vagaries of a free market economy often lead us to define the good, the beautiful, and the valuable of educational experiences according to what our constituents say they are by responses to needs assessment instruments, enrollment patterns, and evaluation data or in line with the dominant ethics of our parent organization. Finally, adult educators are not self-governing and our professional associations have no power of legal reinforcement to reward or sanction behavior. Since adult education is not a profession, to certify it would be a mere shibboleth since there are no shared criteria against which to establish credentialing standards or measure their relative degree of attainment.

Second, the goal of professionalism would not be enhanced by certification. It is a reductionist approach to the identification of competencies and explication of the abstract knowledge required for professional practice. Adult education's current dynamism and multifarious creativity results from the diverse viewpoints and innovation of our practitioners drawn from several areas of formal study. Certification only would ensure prescriptive uniformity and conformity; certainly these are not attributes for our entrepreneurial field.

Instead of certification our goal should be to overcome the dichotomy between theory and practice in adult education to continually test our hypotheses about adult education (i.e., adults learn differently from children, self-directed learning has inherent value, program design should be learner-centered). These should be tested against the background of daily practice in a process of praxis defined by Brazilian adult educator Paulo Freire as "the action and reflection of men upon their world in order to transform it." This dialectic between theory and practice will enhance adult education's professional status as we become "reflective practitioners" in Stephen Brookfield's phrase. That is, we will engage in our daily activities within a theoretical context and continue to build a systematic body of knowledge about what we do and how we do it. Certification tied to formal guidelines of instructional hours and specific topics to be covered will not achieve this end.

Finally, the notion of certification is antithetical to the fundamental values and ideals of adult education. Volunteerism is at the root of recruitment

to adult eduction both in terms of participants and practitioners. To paraphrase Edward Lindeman--whose 1926 Meaning of Adult Education remains a classic in the adult education literature--our field is one of friends teaching friends. Excessive credentialism would diminish the egalitarianism and flexibility that are our trademarks. We must retain the "nontraditional" or maverick approach to learning styles and organization design and operations that have contributed to emergence of the much ballyhooed "learning society." Further, self-directed learning's richness is precisely because it is not restricted by formal parameters.

Certification will serve only to establish a sense of permanent inadequacy among those working in adult and continuing education. In fact,the history of teacher education in American public education demonstrates the inability of certification to ensure competence. Alternating approaches to teacher recruitment and professionalism are currently being explored and, in some states like New Jersey, Florida, and California, being implemented. To impose a credentialing process would disavow the signal characteristics of adult education--democracy, accessibility, intellectual diversity, and self-directed inquiry.

In summary, licensing adult educators would have no value. There is only nominal consensus among our practitioners and professoriate on what competencies are essential to the field, and no wide-shared paradigm exists. Adult education's emergent professionalism can be abetted by continual dialogue among practitioners and theoreticians in a dialectic of "what is" and "what ought to be" the state of our art. Prescribed credentials do not achieve this end. Our heritage is one of openness and a multidisciplinary approach to the discovery and application of knowledge. The environment within which this flourishes is one of a rough democracy for the testing of ideas and practices not one of protectionist and restrictive criteria defining who can and cannot contribute. Consequently, I strongly oppose the certification or licensure of adult educators.

James K. Broomall is Associate Director of the Division of Continuing Education at The University of Delaware.

Transitions: Predicting the Success of New Directors of Continuing Education

by

Paul J. Edelson

Abstract

A study of newer deans and directors of continuing education was conducted in Region II of the National University Continuing Education Association (NUCEA) among those having one to three years experience in their current positions. Based upon data gathered by means of a questionnaire and in-depth telephone interviews three basic types of succession were identified:

1. Continuation, when a director moved from a head position in one institution to a position of comparable rank and status in another

2. Promotion, in which the incumbent moved up from a lower position

3. Crossover, which involved changing institutions. This last type of change could take the form of either a or b.

Various situational and individual factors were identified as important in influencing the success of new directors in their positions. These included the director's expectations, prior history of the continuing education unit, and the director's ability to influence the institution in the area of continuing education. The transition categories (a,b,c) may be significant in framing the response patterns of directors in their new positions. Additional research is required using a larger sample of directors.

Introduction

In 1989, towards the end of my third year as dean of continuing education, I formulated a plan for a research study that would examine the

transitions individuals make to the dean/director position and their first three years on the job. This initial stage of "newness" had been studied by Gabarro (1987) within the larger area of management succession. Mintzberg (1973) had also looked at job patterns for new managers. Earlier, during my first year as dean, I had proposed to the Harvard Management of Lifelong Education (MLE) Program the development of a case study of a newly appointed dean of continuing education. Fairhaven University cases "A" and "B" (Young 1987) captured the flavor of my initial experiences in leading a continuing education program at a moderately sized, public, research university. Yet, the case study approach, while interesting and provocative, did not provide a sufficient conceptual basis for helping others understand the dynamics of moving to a directorship and working through the challenges of that position.

This new study was based upon a sample of four deans or directors of continuing education drawn from a community college, a private doctoral granting university, and two private colleges. They had all been in their new jobs for less than three years. Although each individual's experiences were unique, certain situations were common to all thereby permitting the identification of key stages in the career cycle of new directors. The transition patterns themselves also fell into categories, furnishing another dimension for analyzing patterns of job succession.

Review of the Literature

A number of authors have written on the activities of head continuing education administrators, yet none have emphasized the variable of "newness." Eppley (1980) found that approximately half the directors participating in his survey had been promoted from other administrative positions. Their most important job functions included conferring with other staff members, developing programs, and budgeting. The directors in his sample believed that future continuing education leaders should have outstanding executive abilities. Lesht (1987) emphasized the importance of the head's role in securing internal institutional support for continuing education. Gessner (1987, 1988) also stressed the importance of mastering the campus political environment as key for continuing education directors. Marksbury (1987) observed the organizational marginality of continuing higher education and suggested that continuing education policymakers should transcend insecurity and become innovators. Griggs and Morgan (1988) studied the tasks of continuing education administrators and found that high priority tasks (staffing, staff development, evaluation) did not necessarily require a large allocation of time.

In summary, the literature on continuing education directors, though insightful and useful, has not critically examined the variable of time on the job as a key factor nor the transition to the directorship itself. This is surprising since it is commonly accepted wisdom that job mastery comes with greater work experience, thus suggesting the significance of time. Moreover, within a

field noted for its commitment to understanding the mobility and professional development of other occupational groups, the absence of analysis of these experiential segments of the director's position in continuing education is a glaring omission.

Methodology

In 1989 a letter was sent to the senior ranking continuing education administrators of National University Continuing Education Association (NUCEA) Region II (DC, DE, MD, NJ, NY, PA, WVA) institutions describing a research project on the activities of newer deans and directors of continuing education, asking for participants. Four subjects, representing a community college, a private university, and two private colleges agreed to participate. Data were gathered through a survey instrument and by means of a series of confidential in-depth telephone interviews.

Discussion of Findings

All were the senior continuing education officials at their campus save one who headed a continuing professional education (CPE) unit within a larger continuing education administrative division. The participants included two women and two men. Two were in their second year and two in their third. Three had terminal degrees in either counseling (MA, PhD) or education (MEd), and one held a PhD in English and an MBA. Although all had prior administrative experience working with adult students, it was not necessarily within a school or center for continuing education.

Transitions to the Directorship

Of the group, one dean had changed institutions but not job titles. He had moved from a deanship in continuing education at one community college to the identical position at another. Additionally, prior to his first deanship, he had also served as an associate dean of continuing education at a third community college in the same state system. His transition was the smoothest within the sample. Although he expected "much more" collegiality among his fellow community college deans, the contextural circumstances were close to what he had experienced beforehand. Clearly, he had an excellent idea of community college continuing education and was able to lead his staff confidently towards clearly defined goals. Staff relationships took on a coloration of mentoring, with a great deal of emphasis placed upon professional development. A strong supportive relationship with the college president contributed to his confidence in dealing with "turf battles" that occurred with other deans within a dynamic institutional environment that featured growth opportunities for continuing education. This dean ran an aggressive "program shop" that was a recognized as valuable and highly visible part of the campus.

A second participant in the study had also been a director of continuing education before taking her current job as director of the CPE university unit. However, this had been at a junior college. In addition there had been a one year stint as a development director at a specialized, non-collegiate educational institution, in the intervening period. Due to the differences in institutions, and in scope of responsibility, the transition could not be viewed as a simple continuation of directorships. Although the director was now in a higher status institution academically (Clark 1987), she was not the senior continuing education officer for the entire university, a position held at the junior college.

This was a difficult transition marked by stress and conflict. Initial impressions of the work environment were incorrect; CPE was not a respected activity, staff turnover was a constant problem, space for programs was inadequate, the physical plant needed repair, and there was great pressure to have the unit succeed financially.

The third director had been promoted to the head of continuing education from another job, which he had held for three years within the same college as director of a part-time evening MBA program. Previously he had been a counselor within a different component of that college, giving him seven years of institutional experience. This, like the first example, was a relatively smooth transition. The director knew many of the campus administrators and had also worked with a comparable population of part-time evening adult students while directing the business program. He was following in a campus tradition of recruiting administrators from within the college, cycling them through continuing education, which had served as a training ground for other administrators at the school. Continuing education was viewed as a respected, mainstream, component of the college.

Although the fourth director of continuing education was also located within a private college, her experiences were very different and her transition much more complex. She had been a program director at a university branch campus for a year after spending an equal period as a continuing education program coordinator and nine years in admissions. Her new position represented a promotion. Yet, of the four heads in the sample, she had the least executive experience in continuing education. Moreover, her status as someone new to the institution placed her at a disadvantage in dealing with problems, including a negative history of her unit which contributed to the lack of support for continuing education on campus.

Early Impressions, Actions and Activities

The community college dean quickly did some internal restructuring adding a new administrative component dealing with grants. His other major area of activity was to reenergize his division, putting it on a more aggressive, entrepreneurial track. He felt the unit had been "drifting" and the staff "flailing about" without adequate knowledge about what their jobs should be. From the

beginning, personnel issues occupied a good deal of this head's time keeping people motivated and stimulating them to work at a higher energy level. He was also bringing to them a concept of continuing education professionalism, stressing service, that had been lacking previously.

The CPE director found herself operating within a milieu of crisis management from the very beginning. There had been a great deal of pressure to succeed financially and to develop new programs. Within the unit there was also constant staff turnover with vacancies difficult to fill. For example, she was on her third marketing person in less than three years and had been without a registrar for six months. This director gave me the impression of constantly bailing out a badly leaking boat--if she stopped for a moment she would go under. So much needed attention, especially in the logistical area, where the CPE unit was dependent upon the cooperation of other university offices which were also hampered by a shortage of space, overuse of buildings, and deferred maintenance. And although these were campus wide problems, they were especially harmful for continuing education, which was viewed as having to raise money by means of bringing a greater number of students to campus. The pressure of having to produce a steady stream of high enrollment, revenue-generating programs gave this director little possibility for experimentation. Instead, there was a steady grinding out of product under stressful conditions which were hardly conducive to morale. Although the director had successfully moved her unit into the "black" financially, this was not yet a story with a happy ending.

The initial impulse of the former MBA program director was to simultaneously "take over" the division and install his own vision of continuing education. But first, being new to the field, he had to learn about adult education and moved to accomplish this through participation at conferences and extensive reading. He was following in the footsteps of a predecessor who had served with distinction and who had been rewarded by a promotion to a higher position in the academic sector of the college. The present director also viewed continuing education as a stepping stone in his own administrative career. This, too, he saw as unfolding at his present school.

His early actions also included internal restructuring, adding a staff person to manage facility utilization, and then arranging for the use of off-campus space for course scheduling necessitated by program expansion. The director also hired a half-time person to conduct development and fund raising activities. As part of this positive and expansionistic view of continuing education the director envisioned transferring the campus part-time MBA programs from the management division, his former work environment, to continuing education.

The initial tasks of our fourth director, who was also located in a private college, were to understand how the continuing education programs operated at her school. She learned that her division was not an autonomous unit, but highly dependent upon other departments of the college. To be successful, her

center had to fit in and "earn respect" from these units; continuing education had not been viewed as a quality program. It was necessary for her to win over faculty and establish credibility through an enhanced internal image which could come about through upgraded academic standards, improved administrative operations, and more attractive publications. A part of the director's job she had not anticipated was learning to stand up for the "rights of continuing education" and be a persuasive advocate. She had to develop incentives to build faculty interest in continuing education teaching. There was also a need to develop teamwork among the continuing education staff. This director understood the importance of diplomatic and interpersonal skills in the head's position (Edelson 1989). While her prior experience as a counselor was helpful, she saw the need to become more of a political animal, a less important feature of past jobs she had held.

Conclusions and Implications

Taken as a whole, the transitions and initial experiences for the four directors could be divided into two subgroups--"easier" and "harder". The main determining factors seemed to be a familiarity and understanding of the institution, experience in the director's role, or one of comparable complexity, and the place of continuing education at that institution.

The knowledge of the institution provided a basic framework for the new director's expectations allowing for the calibration of his or her own behavior with that of others. A greater sense of realism at the outset can minimize wasted energy, since less time is spent trying to discover the nature of the institutional terrain. Yet each director, even those lacking prior institutional knowledge, eventually came to grips with their environments and achieved success in aspects of their work. The new directors having an "easier" transition were working in environments where continuing education had already earned a respected, if not substantial, place. They were able to develop incremental strategies for growth capitalizing on past accomplishments rather than having to rethink and develop major strategic plans for their divisions.

For those having a "harder" time, continuing education at their campuses was a threatened enterprise, of questionable value, predating their arrival. This additional historical baggage complicated planning activities and also contributed to feelings of depression and anxiety these directors experienced. All four of the directors were contemplating career changes outside of continuing education. This was surprising in two of the cases, and raises questions about the positive challenges and opportunities continuing education offers as a lifetime occupation, even for those who are successful and riding the crest of increased opportunity brought about by program growth.

The directors appeared to enjoy a strong sustaining relationship with their supervisors and similarly had hard working talented staffs. Poor working environments for continuing education seemed to emanate more from

differences in campus cultures and value structures that had or had not established a worthwhile place for continuing education among other competing issues and interest groups (Edelson 1990). New directors of continuing education, especially those crossing over from other institutions, should weigh this factor when evaluating employment transitions.

All of the directors in the study enjoyed sharing feelings and perceptions about their job experiences. Structured workshops for new continuing education heads that direct attention to the transition process could alleviate some of the tensions associated with taking a new job. At the very least, they would convey to participants a broader knowledge of the process and what others have done in similar circumstances.

There is no implicit value judgment underlying the research suggesting that a smooth transition is preferable to one that is rough, even though an easier transition might minimize stress and discomfort for the incumbent. Conversely, there is much to be said on behalf of the non-traditional job candidate, the final selection that is different, who does not exactly fit into a predetermined slot. This individual, by questioning established procedures and assumptions, can present an opportunity for the institution to move forward in unexpected ways, into uncharted areas.

Although the research identifies the psychological and personal price of what may appear to be non-fit, some new directors may be willing to risk a measure of alienation for the sake of putting into practice, at an early point, their ideals and goals. These directors can make dramatic and beneficial impact on institutions, helping them to overcome insularity. Accordingly, there is need for follow-up research, over a longer period time, on these four participants in order to provide a more complex assessment of their strategies and achievements.

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Continuing Education's Response to Shrinking Dollars

by

Doe Hentschel

It is no secret that higher education across the country is feeling the effects of reduced federal funding, demographic changes which wreak havoc with enrollment management, and downturns in state and local economies. It is a frustrating time, and people are angry and demoralized about the resource-poor environment in which we find ourselves.

During the past several months, I have been directly involved in a transaction which illustrates well the dilemma faced by the University and provides a framework for understanding how continuing education can respond within this economic environment. On the one hand, the University is committed to excellence in its programs and takes seriously its mission to extend its resources to the state's broader population. On the other hand, state resources are diminishing drastically and rapidly, and the University is increasingly forced to shift the financial burden to the ultimate users of its programs and services.

Within this context, the provost needed to make a decision about the long-term support of The Connecticut Writing Project, which has for eight years successfully trained thousands of teachers throughout the state to teach writing skills. The project has been housed in the English Department and staffed by four full-time professionals paid by the state general fund, $150,000 in university tuition funds, and approximately $30,000 in fees from the participating school districts. It is not possible for the University to continue this level of support.

Some months ago, the provost had asked me to write a position paper explaining the benefits to the academically integrated, administratively centralized organizational structure we generally employ at the University of Connecticut for the implementation of our outreach mission. I was so persuasive in my argument that the provost decided that all renegade outreach programs of the University should ultimately come under the administrative control of my division--starting with the Connecticut Writing Project. And, since Continuing Education is 95% self-supporting, his expectation was that

under our management, university support would no longer be needed for the project. I disagreed with that expectation and recognized that I was being "given" a program which, without university support, could easily generate a quarter million dollar deficit each year.

The project director and English Department chair viewed the transfer as evidence that the University was reneging on an eternal commitment. They were ready to summon their constituencies to do battle with the University in the legislature, and their chief battle cry was to be that reducing the support for the project was tantamount to dooming thousands of minority children to a lifetime of illiteracy and economic dependency.

We had some difficult meetings, even after the provost agreed to my compromise proposal that he continue to fund two positions "permanently," and the two others for two more years and over a three-year period to gradually reduce tuition fund support to a "permanent" level of $35,000. Still the "writers" protested. "I have no choice," said the project director while the department chair nodded aggressively, "but to go back to our constituents--all those English teachers throughout the state--and let them know that the University really doesn't want to support the Writing Project."

I suggested another perspective. "Continuing Education is a fiscally viable $11 million business which is not dependent on state resources. All the other academic units of the University are indeed dependent on those resources; and as those resources shrink, those programs will experience inevitable reduction. When you live on the dole, and the dole goes down, you get hungry. By transferring the Writing Project to Continuing Education, the provost has given you the opportunity to go to work and thereby control your own destiny. And because Continuing Education is healthy, we can work with you--give you a line of credit so to speak--so that you don't even have to pay all your bills on time, so long as you have a plan, a budget and a willingness to live within it. I think the provost has really recognized that placement here is the best way to ensure the ongoing viability of the project." That perspective carried some weight, and the meeting ended with our agreement to meet again soon to begin to make projections, look at long-term needs and potential alternative funding sources.

I think the future bodes well for this project and what we need to do to ensure its well-being is what I believe we must do for our programs generally. The institutional support which remains is less than 50% of the project's total needs, and the fees generated are probably near a maximum already. We need, therefore, to tap other sources of income in order to maintain this project's activity and quality.

Even in institutions where there is virtually no institutional support, reduced state budgets have their effect. As other deans' resources decline, they begin to look around for money, and from their perspective, it looks like continuing education has it. In its least dangerous form, this kind of hunger causes deans to begin looking for handouts. We get requests for staff,

equipment, more "profit" from those who think they should be getting a better return for their involvement in continuing education programs. In its most insidious form, this hunger becomes a kind of cannibalism exhibited by demands for decentralization and autonomy. "I could do this myself and make more money for my school," cries the starving dean of education. As the situation worsens, it seems as if I spend most of my time trying to climb out of these cannibals' supper-pots.

And are we rolling in dough? You, of course, know as well as I, that that is hardly the case. We've seen enrollments in some of our biggest traditional "cash cows" drop off the face of the earth in recent years. We've seen them dwindle almost imperceptibly in other programs until individual marginal programs that we decided to let run suddenly add up to a significant deficit with no "winners" to bail out the division. We've had to limit participation in growing programs because we can't afford the space to accommodate them or the staff to serve them.

And we've repeatedly made choices about which programs to develop and which markets to pursue based on who can and will pay the price for our programs. I think the choices we will make and the approaches we will take in the coming decade will differ significantly from the choices we made in the 80's. And I come to you today, not as an expert who has the answers, but as a colleague who is anticipating some problems and seeking the answers before those problems prove to be insurmountable.

During the past decade, our focus, as academic entrepreneurs, has been on honing our marketing skills and targeting those audiences from which we could get the most return on our investment. We ran our operations primarily on a combination of institutional support (most frequently in the form of staff salaries and other overhead expense) and participant fees. As institutional resources dwindle, and as we try to cope with constantly increasing salaries, fringe benefit rates, and other expenses, we have typically raised fees to make up the difference. As fees get higher and higher, some kinds of programs are no longer feasible; the participants simply will not pay the costs necessary to run the programs. Our portfolios get narrower and narrower, and we find that all the colleges and universities in our area are competing for the same markets. To the extent we can become "smarter" marketers, we will become more cost effective and perhaps be able to control our burgeoning expenses while we garner a larger market share.

But what about the programs we've had to drop because they no longer "break even"? What about the kind of public service outreach that we feel committed to provide but which will never command a high participant fee? What about individuals who deserve to have access to our institutions but who can't afford our high fees? How do we initiate new, innovative programs which are high risk, but hold promise for future viability? How do we maintain the high quality of our programs and facilities without passing the increasing costs on to our clientele?

I believe the answer lies in diversifying our funding base and becoming less dependent on participant fees. We have employed a few strategies for diversification for a long time, but we must expand our repertoire to include fundraising activities that our colleagues in the development office can teach us. And, in the political environment in which we exist, we must develop appropriate policies to enable us to employ such development strategies for the advancement of continuing education.

One source of funding which has historically supplemented participant fees has been grants and contracts, but as federal programs have dwindled and in many instances died, I fear some of us in continuing education stopped thinking about this source. In my own institution, less than 10% of our total income comes from grants and contracts. My goal is to double that amount in the next two years. It seems to me to be critical to establish university policies related to overhead distribution before we have millions at stake. I recognize that increasing our grant funded activities will cause fluctuations in space, equipment and personnel needs and that state and university restrictions on purchasing, leasing, hiring, etc. will have an impact on flexibility. Yet another important consideration is how closely Continuing Education should be tied to the academic base of the university. The extent to which Continuing Education can and should launch independent programs is a philosophical issue that will drive grant activity. Finally, it seems obvious to me that an organizational infrastructure that provides catalytic stimulation for proposal development, conceptual sophistication to screen RFP's to identify the most fundable, and bureaucratic mastery to enable both timely submission of proposals and monitoring their implementation are going to be essential.

Three years ago, in an effort to provide such an organizational infrastructure, I created the position of grants and development officer in my division. The original intent was for that individual to work with faculty and staff to develop fundable programs and then to assist them in writing proposals. As it turned out, there was at that time a lack of enthusiasm within the division for this kind of activity and, in conjunction with cutbacks in federal funds, the grants and development officer found herself more and more drawn to the development side of her job description.

In retrospect, I think that may have been one of the most propitious accidents in the on-going restructuring and repositioning of the division. At a time when very few continuing education units were involved in development activities, we had a staff member participating in weekly development staff meetings and returning to educate the associate dean and me about their activities. Before long, we were looking for ways to get into this business, and while I consider us fledgling fundraisers, the fact is that we are thinking differently about sources of income, we have identified a number of ways in which gifts may be put to use, and we actively engage in activities for the purpose of cultivating donors among our alumni, participants, and supporters.

The first lesson I learned was to recognize that development is not just

asking people for money. Development people emphasize that we are "communicating to potential donors that they have an opportunity to contribute resources to enable a goal which they value to be accomplished." I have found that if one takes that perspective, the approach one makes to donors also changes. And, now that I am learning about "asking," I analyze my own response to being asked. Because I have come to see that it is true that I can contribute resources to make something which is important to me happen, I have become a ready donor to a variety of causes and a "major donor" to the one I value most highly. Most potential donors, however, aren't studying development strategies and aren't going to discover that themselves. And we, as development specialists, need to believe in the opportunities we provide our donors and communicate those opportunities to them consistently and creatively.

And just who are these donors and potential donors? The university typically starts with alumni and others who have a connection with the university's past and present students. We discovered that the alumni of our Bachelor of General Studies degree program had not been included in the university's annual appeal. We called that to the attention of the development office, and they now are. In conjunction with that appeal, we can communicate to those 1100+ alumnus that they have an opportunity to contribute some of their resources to help other adults experience the fulfillment and rewards of completing their baccalaureate degree through the BGS.

We believe, however, that our potential donor list is far broader than that of the university at large. Each year we serve approximately 25,000 participants in non-credit workshops, conferences, seminars and courses. Many of these learners come back to the University of Connecticut again and again to continue their professional development. Their connection to the university and to the division can be cultivated, and they, their families, and their employers are potential donors if we can help them recognize that the value they have experienced can be extended to other adult learners and enhanced if we have additional resources with which to work.

And what exactly can we do with those additional resources? Our first goal is to provide scholarship money for students unable to finance their own education. Adult learners generally fall outside the parameters of federal and state financial aid formulas, and we have been quite successful in the past four years in generating donations for a scholarship fund for our BGS students. Initiated with donations in honor of my predecessor on the occasion of his retirement, this fund, which is now endowed at over $11,000, doubled when our associate dean retired and also requested her well-wishers to donate to the scholarship fund. When the division's first dean passed away, his family made a similar request. Thus, this fall, we will be able to award two $500 scholarships to adult students who exemplify the outstanding ability to continue the significant responsibilities of adult life while achieving academic excellence as Bachelor of General Studies students.

The selection of the recipients involves a university-wide nomination process which creates awareness among faculty and staff that adult learners are exemplary members of the academic community. The event at which these scholarships are awarded is a media event which generates positive press for the concept of adult reentry and for the University of Connecticut's BGS degree. The recognition of donors enables us to publicly recognize those who have supported the scholarship. And the existence of the endowment guarantees that this kind of aid will continue into perpetuity.

This small, token scholarship hardly addresses the needs of all adult learners, but we are raising awareness among a growing population that this need exists. Several civic organizations have since decided to contribute their own scholarships to students in our program, and I have a sense that our small loaf and tiny fish may someday feed a crowd.

Continuing educators recognize that adult learners often choose learning in a non-credit mode and, unless their employers are willing to foot the bill, the cost of our programs can be prohibitive. Some of our constituent groups have also recognized this problem, and in the past two years several funds have been established to underwrite the costs of those programs, thus enabling us to offer them at lower fees, or to provide financial assistance to participants pursuing their continuing education goals. Chief among the groups establishing these funds within our division are the labor unions we serve through our labor education center and the constituents served in our training programs for government officials through our Institute of Public Service.

Yet another need which can be addressed by donations is in the area of educational materials and equipment. The Labor Education Center is the recipient of a fund which supports the purchase of materials and equipment, and I believe that the corporations which regularly send their employees to our continuing education programs could be solicited for donations to support upgrading our audio-visual equipment, furniture, and telecommunications capabilities.

In fact, a major capital campaign to generate funding for major renovations to our conference center is not outside the realm of possibility. Miami University's conference center was funded by private donations and the building sparkles with gold plaques recognizing donors. I think all of our programs have the capability to generate such funds from the hundreds of people and firms we have served and will continue to serve.

The activities we might pursue to generate these kinds of dollars are potentially unlimited, but it is essential to work collaboratively with the institution's development office to be sure that our efforts are seen as complementary rather than competitive. It may be possibie for that office to provide support and assistance for continuing education's fundraising activities; conversely, institutional policy may prohibit some activities we may chose to pursue. While we cannot compete with the university's annual campaign, for instance, we can write our alumni and encourage them to contribute to the

campaign when they are contacted and, if they wish, to restrict their gift to continuing education, or even specifically to our scholarship fund. We can also conduct our own campaign at a different time of the year, and last year we initiated a Christmas Card campaign requesting gifts for adult learners. Our first solicitation resulted in over $1000 in donations, but more importantly, provided us with another opportunity to communicate this need to our donors, and, because we keep records on who responded, we can now target those donors with more consistent and specific activity in the future.

When I say there is virtually no limit as to kinds of activities one might pursue, I am very serious. We collect soda cans in our building and contribute the funds received from their deposits in our scholarship account. This has increased that fund by nearly $1000 in the first year, and helps the environment, both in the building and on the planet, as well. Several of our recent retirees followed the example of our earlier dean and associate dean and their retirement celebrations have resulted in donations to our growing funds. Our Community Music School now charges a small brokering fee for referring its instructors to community people seeking professional musicians for weddings, parties, and similar events. That fee has funded a small scholarship fund to help support the cost of music instruction of children who cannot otherwise afford to participate in the Community Music School. Fundraising events, such as lectures, receptions, and banquets can benefit continuing education as well as they benefit other causes.

Finally, we must begin to identify potential major donors whose interest in supporting continuing education can be translated into significant gifts. Learning who these individuals are and how to determine their interests are among the most sophisticated skills we can learn from our development colleagues. And in my brief experience in this arena, I have found them most happy to assist in my education, and in the specifics of identifying those potential donors. The interests of the university are served if potential major donors are well cultivated, and my interest in doing so increases the number of people on the cultivation team. In addition, it is quite possible that a potential donor might be lukewarm or even cool to the idea of contributing to the athletic program or scholarships, but might be really excited about having the new continuing education conference center named in her honor.

Even as we become expert fundraisers, I think it is critical that we continue to press for appropriate levels of institutional support for the outreach mission of the institution. Continuing educators must be the conscience of the academy and continue to articulate the theme of the university's obligation to the out-of-school population. The Connecticut Writing Project will not survive without support from the University; if I could generate 30-50% support for our other programs, I am confident that we could be serving many continuing education needs and many populations which are as yet unreachable because of our self support status. The likelihood of achieving a 30% support level during my tenure as Dean is such a long shot, I wouldn't place a bet on it. So

my strategy will be to press for increased support wherever the opportunity arises while we increase our grant funded programs and donations from those who recognize the value of extending the resources of the University to adult learners. I predict that such diversification of our funding base is the only strategy which I will enable us to truly meet the public service and outreach mission of our institutions in this decade.

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Closing the Leadership Gap

by

Norma R. Long

When asked to serve on this panel, I was eager to use my preparation as an exercise to review and re-evaluate my thoughts about our field, our problems and our issues. I set aside some time last summer to review some of the current literature in our field, and I sorted through the issues in an attempt to select the two or three most important for us to discuss today.

After a while, it became a blur, so I began to think about what it takes to qualify something for an issue. What is an issue? According to Cervero (1987), an issue is a normative question for which two or more starting points or assumptions exist. Depending upon which starting point we take, a different conclusion will most likely be reached. It seems then that an issue is certainly a large enough idea to be controversial. With that said, I am not going to expect, or even hope, that you agree with what I say today. Rather, I hope that it will stimulate you to think about what I or my colleagues say, take a starting position, and perhaps we will alter one another's conclusions.

The issues that I grappled with as possible topics today were many. For example:

- CE's response to the changing work force. The white male will cease to be the majority worker. We will be training more minorities and underprivileged and older people entering the job market.

- Our response to technology and automation will demand different skills for employees to possess. Lifelong education will be mandatory for most employees.

- Issues of competition with multiple providers of continuing education, increasingly from non-collegiate, employer-based sources.

- Competition within the institution. Continuing education is no longer the only game in town when the institution itself engages in outreach activities. Centers, institutes, and other colleges and schools of the

university area actively sponsoring non-credit activities for targeted as well as general audiences.

- Reorganization of the CE unit, its operation and philosophy, to better position it within the changed institution of multiple providers of outreach education and training.

- The lack of united professional leadership at the national level, resulting in a lack of influence on legislature and public policy affecting our funding base and our intended audiences.

- The tug-of-commitment between being the institution's cash cow and doing the right thing in terms of programs that meet society's needs. Enrollments and dollars have become the driving force for many of our programs. We feel that pressure, albeit subtle at times, from central administration ,and we tend to respond as schoolchildren, eager to please the teacher and get "good grades."

- What are we doing about global issues such as pollution, acid rain, ozone atmospheric changes, arms and nuclear races? Higher education was founded on helping people to understand and improve the world.

- Societal issues such as the homeless, drugs, abortion, AIDS, and illiteracy, and on, and on. . . . Does CE have an inherent responsibility to undertake the education of society on these growing problems?

- Taking the lead in promoting cultural diversity on our campuses and in the community.

- Information overload. As we have moved away from a nation producing "things" and towards a service orientation, information has never been so available, in the most expedient forms. If we get it faster and faster, thanks to electronic mail, voice mail, facsimile mail, etc., we tend to respond faster and faster. Even now, I feel as though we have to run twice as fast to keep pace with current communication systems. We respond quickly because that is our heritage in continuing education. We are doing it right, but we are forgetting to ask ourselves if we are doing the right thing.

- The recurrent question of centralization or decentralization of continuing education continues to rear its ugly head. I have spoken on that issue at this conference, so I won't repeat it now, except to stress that we should have a well-developed rationale for our position and be able to argue it dispassionately.

- The diversity of continuing education has been its historical strength, but may become its Achilles heel. Continuing education has come to represent a lot of different things, defined or not so well defined, from institution to institution. We have developed no effective way to collectively define or delimit ourselves, and that is a problem that will haunt us down the road.

The list of issues could go on and on, but I want to focus on one issue only in my remaining time: **Leadership.** It occurs to me that who we are, what we stand for, where we are going, and how we inspire others to follow us is the single most important issue facing us today, if we are to be effective in the next century. As this world is rapidly changing, as our colleges and universities continue to adapt and to transform to meet society's changing needs, we in continuing education are caught in a web that is not necessarily of our weaving. The likely outcome is that we become executors of other folks' missions, to the detriment of our own.

For now, I will say that I believe it has never been more crucial for us as deans and directors of CE programs to exert the kind of discerning leadership that will enable us to do well in the white waters that has been mentioned in this session. Extending the white water metaphor, I envision continuing education as a sailing vessel cast upon waters that are unfamiliar to the captain and crew. The boat sails in the direction it is pushed by the strongest wind of the moment. If the winds temporarily stop blowing, the ship could be, in nautical terms, "becalmed," going nowhere. Even with good air, the captain could make a serious error in judgment, and the ship would be "in irons," a loss of all forward motion.

An effective captain will sail the continuing education vessel through all kinds of wind and weather, bringing with him or her a chart of what waters to steer clear of and what waters the boat is suited for. The captain will have a planned destination and radar to help detect when the boat is going off course. Finally, the captain will have a hand-picked crew, trained in what to expect from a sea-worthy ship and how to manage the wind and water, so that the ship may sail properly.

Dropping the metaphor, then, what are the characteristics of an effective leader in continuing education for the decade of the 90's and thereafter? I will list some random attributes that I think are important:

- proven competency; has knowledge, sets priorities and is effective decision-maker; is clearly in charge

- highly respected by fellow deans and directors throughout the university; is regarded as an institutional leader, not just the CE leader

- trusted and respected as an institutional leader by the CEO and the President of the institution; is consulted on institution-wide issues
- understands and supports faculty; provides for faculty incentives beyond remuneration for teaching in CE workshops and courses; uses faculty on advisory committees; promotes their enterprise both inside and outside the institution

- bold in action; has courage of conviction; is able to say "no" despite the unpopularity of the decision; is able to influence the CEO when the integrity of the CE program or its leadership is threatened

- vision; sees the larger picture; understands the relationship of parts to the whole; thinks beyond the immediate and projects ideas into the future for goodness of fit, based upon perceived future realities

- thinks critically; displays reflective skepticism; is able to sustain conflicting ideas and ambiguity

- builds upon the strengths and skills of staff; supports professional development of staff and personally contributes to it

- downplays or destroys hierarchy within organization; emphasizes organizational network and shared responsibilities, ownership and power; promotes team-centered, boundaryless staff relationships (Peters, 1989)

- inspires others to commit to leader's ideas; motivates them to follow and make contributions; is convincing and persuasive

- understands and believes in the larger goals and mission of continuing education, nationally; gives of self to professional organizations--genuinely wants to make a contribution to move the field forward in its quest for identity and recognition

In summary, a continuing education leader is one who has vision, commitment, and the capacity to inspire others to follow. A truly good leader will, by example and intention, build leadership in others. I believe that is the best way to keep our field alive and moving forward.

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Part 2

Program Development

Programs for Older Adults

by

James K. Broomall
Florence Garrett
Mary L. McNeal

Introduction

The emergence of the "lifelong learning society" has spotlighted the educational interests of adults 55 years of age and older. A significant segment of that population, the so-called "OPALS" or "older people with active lifestyles," have become a major target for institution-based continuing education. Research universities, liberal arts colleges, community colleges, and others now offer learning-in-retirement programs. On occasion older learners are united with traditional campus populations in intergenerational learning activities. This workshop will explore learning in retirement programs in two different institutional environments--one, a public research university; the other a private liberal arts college--and examine intergenerational learning as a concept. The first is an established program over a decade old; the second is an emerging program.

University of Delaware Academy of Lifelong Learning

When the Academy of Lifelong Learning celebrated its 10th anniversary this year, appreciation was extended to many who had contributed. This included University administrators who had provided their imagination and intelligence to getting the fledgling organization off the ground; to the charter members, who wrote the philosophy, purpose and bylaws; and to all those since who have continued to work, as volunteers. Their creation is a program that has flourished and matured, recognizable as a product of its parent, but more interesting and improved from its earlier design.

Most of the improvements and changes have come spontaneously as needs arose. Others occurred as the result of the new ideas brought in by the expanding membership. Knottier ones took time and discussion before a resolution could be reached. But all seem to have made the academy concept more agreeable and/or more functional.

In my conversation with staff from sister (or brother!) organizations, I have found their experiences to be the same: that after similar amounts of time and experience working with learning in requirement programs, identical issues arise.

In the last year, our office has averaged two or three calls or visits a week from program initiators at colleges and universities who are only beginning to consider an organization for older adults. There have been several visits from college and university representatives (sometimes accompanied by volunteers) who are further along in their planning and are interested in observing a program in operation. Still other calls have come from program managers asking for quick and practical answers/solutions to situations that have arisen in their associations during their first or second year of operation.

Individuals making preliminary investigations into establishing a program are interested in the basics: What are the costs? Who pays the bills? With what? How is publicity generated to reach potential members? What constitutes a desirable site? What motivates a university into committing to this type of program?

Visitors who have already undertaken the initial steps have enrolled a small group of willing workers, established committees, and, perhaps, have begun to create a curriculum ask about setting up a membership fee scale (how much to charge?), drafting bylaws, and choosing a council. Other questions concern the need for additional committees, length of classes and terms, and teacher prerequisites and reimbursements.

The third group of individuals, usually the program directors, who contact us ask for suggestions of ways to increase membership, ideas for coping with a rebellious council or a recalcitrant university, and ways to encourage members into teaching or serving on committees and council.

As in child rearing, each stage of development brings different pleasures and problems. As there is comfort in talking to other parents, their is reassurance in comparing notes with directors of other programs. When we began we encountered the same challenges; now, as the programs mature, we may begin to confront common problems growing out of our success: overcrowded classrooms, the anonymity that comes with big memberships, growing rosters of instructors who need additional support, a flagging curriculum that needs new techniques to enhance the entire instructional process, and the continual challenge to integrate our activity with those of the University as a whole.

As our older adults retire at a younger age and live longer and healthier lives, our organizations will increase in strength, number, and diversity. There are, and will continue to be, few detractors: members enjoy the associations with contemporaries in all the different aspects of the programs; children are pleased to see their parents engaged in new and interesting activities, and universities realize the benefits of very senior students getting to know them, maybe for the first time, with the satisfaction of providing something

substantial for a burgeoning, and increasingly influential population. With rather uncertain beginnings, it now seems conceivable that an international, easily accessible, enthusiastically-received, educational institution is being created for all the millions of active, interested and waiting-to-join older adults.

College of Notre Dame of Maryland's Renaissance Institute

The study and establishment of a program for older men and women can best be told as a story with a surprise ending. The final outcome was quite different from the educational program envisioned by the President when the college authorized a feasibility study.

Research evaluating programs in the area, interviews with staff and students in these programs, a marketing study, brainstorming sessions and the establishment of a steering committee preceded the actual development of a learning-in-retirement program.

A consideration of the needs of older adults, a thoughtful consideration of the resources of the college, both physical and educational and the decision to stay within the avowed mission of the college played a major role in the nature of the Renaissance Institute.

The development of curriculum, the recruitment of the first group of coordinators/instructors, the membership fee and establishment of a budget and the election of officers and a council were all decided by the Steering Committee. The resulting Renaissance Institute is a learning community of participating members who run their own program, a far cry from the original concept and a far better kind of program for men and women with skills and experience of a lifetime behind them.

Intergenerational Learning

The two programs discussed here--the University of Delaware Academy and College of Notre Dame's Renaissance Institute--exemplify age-segregated enrollment as a signal approach to learning in retirement programming. That is, instructors and students are drawn from a specific, common age group. An alternative approach is age-integrated or intergenerational learning.

Intergenerational learning enjoys several distinct features. A primary factor is that the experience involves a group of older learners interacting with one or more other age cohorts. Second, decisions regarding admissions, curriculum, and/or membership are not exclusively the province of the membership. Rather, the sponsoring institution generally makes these decisions. Finally, the preeminent goal is to facilitate a sense of intellectual and emotional sharing across/between generations.

College and university sponsorship of intergenerational learning generally takes one of three major manifestations. One is academic programming drawn from the broader institutional curriculum. Here older learners enroll in either

credit or noncredit classes with traditional-age students. Second is community service programming directed toward solving a social problem or contributing to the social good. Third, older learners serve as mentors or facilitators of discussion groups.

The first and third approaches have been applied by the University of Delaware. Academically talented adult learners age 60 and over are active participants in the Masters of Arts in Liberal Studies (MALS) program. This interdisciplinary graduate program involves learners across the age continuum in seminar-type classes. Members of the University's Academy have served as discussion leaders in the Freshman Reading Program. Here they facilitate exchanges among entering freshmen with the focus on a particular book. Academy members also have participated as mentors in the Delaware Governor's School for Excellence. This one-week residential program serves academically and artistically gifted rising high school sophomores.

Intergenerational learning is an excellent way to integrate learning in retirement programming with the broader institutional mission. Since the older learners participate in "mainstream" institutional curricula or programming, they become integrated with the institution's student body. Also, the older learners can engage in dialogue with university/college faculty. This can enhance lifelong learning's position within the academic community.

Conclusion

Institutional responses to the educational needs and interests of older adult learners have varied. While age-segregated, member-driven programs are the predominant mode, age-integrated or intergenerational learned activities are on the "upturn." There are differences in the philosophical rationale and organizational manifestation of the two approaches. Member-driven programs develop curriculum, policies, and procedures according to the expressed criteria of the intended clientele. Intergenerational learning tends to be more oriented to the guiding curriculum, infrastructure, and ethic of the broader institutional sponsor.

College and university staff considering learning in retirement programming need to answer several questions. To what degree is the program to be a free-standing organization entity governed by its members? Should members enroll in courses and programs with people drawn from other age-cohorts? Should course offerings offer degree credit or be non-credit? What is the organizational relationship between members and college/university staff? Answers to these questions should provide an initial framework within which to explore institutional responses to a changing demographic landscape.

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The Courting and Marriage of the Military Continuing Education Program and a College Branch Campus: The College Perspective

by

Janet Fontenot

For twenty years, Embry-Riddle Aeronautical University has recognized that the people who work in civilian and military aviation are highly motivated to seek a college education. Many of these people have had to suppress their ambition, at least temporarily, because irregular work schedules, frequent travel, job relocations, and family responsibilities have prevented them from participating in traditional college programs. Embry-Riddle has responded to this lack of opportunity by accepting invitations to open resident centers at locations with large populations of aviation professionals. These resident centers are located across the United States and Europe and, together with the Department of Independent Studies, make up the College of Continuing Education of the University.

Innovation to meet the needs of adult, part-time students has been the main trigger for the growth and success of the College of Continuing Education. This innovation continues to provide a primary solution to obstacles frustrating those who seek higher education. Some examples include scheduling terms and classes to fit the off-duty hours of the students serviced by a resident center. Study is accelerated by compressing the same number of classroom hours scheduled at the residential campuses into terms which are several weeks shorter. The starting and ending dates of terms vary from one resident center to another. Classes may be scheduled in the early morning, at lunch hours, in the evening, on weekends, and at shift changes, depending upon the need of the majority of students. The primary emphasis is placed on meeting the needs of the student population while continuing to meet the academic standards of the university. The purpose of this presentation is to elaborate on the process an institution must undertake prior to establishing a

resident center and thereby providing student access to the College of Continuing Education.

The first step in establishing a resident center is to determine a feasible location. This is not a purely geographic decision and input relative to availability of faculty members, anticipated cost of operation, as well as potential student needs and accessibility is required. Using these factors as guidelines, Embry-Riddle has established almost 100 resident centers and teaching sites, with a majority being located at military installations.

At first glance, the idea of a marriage between an educational institution and the Department of Defense may seem dichotomous to some academicians. Consider, however, this fact: there is an active duty military population of over 2 million people and almost one third of that population is engaged in an educational activity at one time. The idea of a cooperative relationship no longer seems strange.

How does a college or university initiate the courtship of the military market? It begins with communication with the Education Services Officer (ESO). A need for an academic program and the feasibility of participation by active duty members should have already been established by the ESO. Based on the specific needs of the military population as expressed by the ESO, an institution will conduct its own internal feasibility study. Once this is complete, the ESO and the educational institution will make a decision concerning the pursuit of approval through both the regional accrediting agency and the state approving agency. If an agreement is reached between the two parties, the process begins.

The major activity at this time, and one on which future decisions will be based, is the determination and certification of adequate faculty support. This is one of the primary factors to be used in the approval of the program. General availability of faculty was determined during the initial feasibility study but detailed certifications are now required for all faculty members who are presented for site approval. Faculty credentials will be examined in detail by the university, the state approving agency and the accrediting commission for the educational institution.

In addition to the faculty, other criteria will be reviewed by both the state approving agency and the accrediting commission and these issues are normally addressed in a formal proposal submitted to each agency. While specific formats may vary, general requirements must be supported by the document. A brief summation of these areas will follow.

The objective of, the need for, and a full description of the academic program must be detailed. Specific issues of admission policies and student concerns may be referenced by the institution's catalog but they must be addressed.

Institutional and resident center support must be outlined. This is accomplished by providing specific guidelines concerning responsibilities and functions of key personnel and departments both on main campus and at the

resident center. Human resources are vital to effective delivery of an off-campus program and care should be made to provide competent support in this area.

Program resources and physical facilities are also reviewed. This will include the financial commitment made by the institution for a new center. A five-year budget based on projected revenues and expenditures is submitted. The purpose of this information is to demonstrate the financial ability and commitment of the school to administer the program. Physical facilities such as classroom and office space are also considered at this time.

The availability of academic support materials is another major concern for an institution. The concept of an individual pursuing a post-secondary academic program of study and not having access to adequate library facilities is and should be unacceptable to educators. It is with this intent that accrediting commissions require schools to provide a supplement or determine access to existing facilities in the local area.

The sequence of events for approval of a particular program and within a specific state may vary slightly at this point but the approval of the regional accrediting commission is normally rendered first. This approval should be considered the more critical of the two. An educational institution does not necessarily require the approval of the state approving agency to offer a program on a federal enclave or military installation. It does; however, require the approval of the institutional accrediting commission to do so. Otherwise, the school is offering a non-accredited program and is subject to action being taken by its accrediting body. While not required, it is recommended that schools pursue approval by the state approving agency within the state in which they wish to operate. This creates a more harmonious relationship between the school and the state while at the same time allows access to the program by non-military or Department of Defense personnel.

When the accrediting commission approves the offering of a program at an off-campus site, two things happen: the school either establishes a Memorandum of Understanding (MOU) or, if one has previously been established, requests an update to their existing one. The school also notifies the state approving agency of the approval rendered by the regional accrediting commission. This notice to the state may be included when the proposal is initially submitted to the state or as part of the on-going process before final state approval is rendered. As stated earlier, these steps may vary slightly in each case.

The approval process for the Embry-Riddle center at McGuire AFB, New Jersey, with the state approving agency consisted of two major activities. The first activity was the submission of the written proposal and the second was the review of the program by an independent consultant. The consultant is contracted by the state to study the written proposal, conduct a site visit, and make a recommendation to the state for approval or disapproval of the program. The consultant will utilize the written proposal and any subsequent

correspondence between the state approving agency and the educational institution to prepare for the site visit.

During the site visit, the school must provide the consultant with access to the physical setting of the program, library support, faculty members and administrative personnel, and potential students. This is generally a full-day sequence of activities and it is during this time that the free flow of information between the consultant, state approving agency personnel, school representatives, and the Education Services Officer is allowed to occur. Institutions should be cautioned not to underestimate the importance of this event yet at the same time keep it in perspective. The school has already received the approval of its primary accrediting commission and has also addressed most major concerns of the state approving agency before the site visit is scheduled. Use this time as an opportunity to demonstrate the specifics outlined in the written proposal.

The culmination of this entire procedure is the receipt of permission from the state approving agency to establish an off-campus educational program. While at first glance this may appear to be an end to a lengthy process, it is in fact only the beginning--the beginning of a relationship between the school, the education center and, most importantly, the students.

This is the second part of a three-part presentation.

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Characteristics of Conferences and Institutes Affecting Attendance

by

Maureen C. Natelli
Thomas F. Kowalik

Introduction

We believe that successful conference planning demands more than the organization of such conference components as selection of sessions and speakers, site arrangements, marketing, and program evaluation. Although the literature on conference planning provides good technical guidance, efficiency alone does not create a successful conference. Participants look for and gain more from conferences than many planners currently consider. Successful program planners need to include these aspects as they develop a comprehensive conference.

Very little information can be found which specifically discusses characteristics of conferences and institutes which might attract and encourage participation of adults. From the participants' perspective, what specifically is the value of attending a conference or institute? What do learners perceive as their needs which must be met to encourage their continued attendance at future conferences? How, and in what context, do participants value their experiences while attending conferences and institutes? These and other questions are important to adult education and continuing higher education practitioners. Gaining a greater understanding of the participants' needs and perspectives of attending conferences and institutes enhances the practitioner's capabilities to design learning experiences using the conference and institute format that meets the needs of those participants.

The purpose of this research was to gain a greater understanding of what attendance at a conference meant to participants. It was from the participants' perspective that this research project was designed. Efforts were made to have participants explain and interpret their conference attendance experience.

Methods

The week long 1989 Creative Problem Solving Institute (CPSI) in Buffalo, New York was selected as the site of this study. Approximately 300 participants from all over the world representing a variety of ages and professions attended this institute.

Interviews were conducted with eight individual CPSI participants, and three groups comprised of three, eleven, and ten individuals respectively. Participants interviewed had attended CPSI from one to thirty-two times. The two groups of 11 and 10 were comprised entirely of first-time attendees. Interviews ranged in length from 15 to 45 minutes. Interviews were designed with a flexible structure using the general questions shown above. Participants who took part in this study were adults from Mexico, Brazil, Canada, and several of the United States. Participant ages ranged from approximately 25 through 65. The gender mix for those interviewed was approximately evenly divided between males and females. Data gathered during the interviews were coded and grouped into general themes which were later identified as characteristics of CPSI affecting attendance.

Findings

As a result of our interviews, three descriptive themes emerged which were considered characteristics of CPSI--Skills and Knowledge, Growth and Change, and Culture. Each characteristic held different value and meaning and satisfied a variety of personal and professional needs for these participants.

1. Skills and Knowledge

Participants attending CPSI believed that the conference provided an opportunity to learn new models, techniques, skills and processes. To identify this aspect of the conference, the label of Skills and Knowledge was selected. Participants expressed the importance of this characteristic in a number of ways. For many, the value of the conference was in helping them to learn to deal with personal problems and business/corporate or professional needs.

2. Growth and Change

Participants felt CPSI provided the opportunity and inducements to gain

new insights at a very personal, affective level. This type of inner affective and spiritual development maximized opportunities for personal growth and change. The ability to challenge established attitudes and beliefs emanated from the "stretching," "revelation," "risk taking," and "opening up" described by CPSI conference attendees. The growing and changing beyond the accepted and familiar occurred in an environment where participants felt comfortable in risking their established beliefs, perceptions, attitudes and behaviors and were encouraged to experience the excitement of extending themselves. For one participant the break from the established permitted him "to see beyond (his) eyes." Another described the CPSI conference as a "wonderful opportunity--when you get all shook up, all of the pieces settle back down, and you're a different person... ."

Also included within the characteristic of growth and change was the sense of being "recharged" by their participation at this conference. Attendees spoke of being "recharged," "rejuvenated," "cleansed," or "energized" after their week at the Institute. Many spoke of the conference experience as "a booster shot," or a "shot in the arm." One woman invited a friend who was anticipating retirement from teaching to attend a CPSI conference. Speaking of her friend's experience, she said, at the end of the week, "instead of retired, she was refired."

3. Culture

It soon became evident from the interviews that what many described as the exciting CPSI environment extended beyond the description of ambiance or conference setting. Participants were defining the conference characteristic of culture.

CPSI appeared to break all the rules when it came to conference ambiance. Sessions conducted in classrooms designed to accommodate elementary school children did not meet the criteria for comfortable seating. The classroom design appeared unimportant as adults balanced precariously on miniature chairs or stretched out on a carpeted floor. A-V technology was limited to an abundance of easels and an occasional overhead projector. Accommodations were not in a luxurious hotel, but in spartan, poorly ventilated college dorm rooms. Meals were not served in huge ballrooms with four courses and hundreds staring glassy eyed at a guest speaker, but cafeteria style in the institutional dining hall with a profusion of animated conversation. There were no formal wine and cheese icebreaker receptions, but most participants found their way to the campus pub where the standard fare was cold beer and rock music. Greetings among CPSI participants did not occur with a business handshake, but with an affectionate hug.

For many at the CPSI conference, the people--both attendees and workshop leaders--were a prime influence in creating a favorable impression of the conference. For those returning for successive years, the unique conference population was a strong motivation for their continued participation.

The atmosphere created at the conference was one which encouraged freedom of expression and an acceptance of individuality. CPSI participants emphasized the accepting environment as an important aspect of the conference culture.

Discussion

1. Skills and Knowledge

Skills and knowledge, as identified by our findings, represent a characteristic of conferences that has been the major concern addressed by conference planners. Our findings support practitioner's efforts to develop this conference characteristic.

We believe typical conference planning concentrates on this single aspect of conferences to the exclusion of other conference characteristics. From our study there emerged other conference characteristics that deserve equal attention to ensure the full potential of conferences as learning experiences is achieved.

2. Growth and Change

Growth and change, represents individual development beyond or in addition to skills and knowledge acquisition. We believe this aspect of conferences is not consciously attended to by current conference planning methods.

To us, it has become evident as a result of this study that the affective development sought by conference participants, identified as growth and change, is an essential and often overlooked element for a successful conference. We believe participants seek out opportunities for this type of personal and professional growth and development. Conference planners must consciously develop conference activities which provide opportunities for the type of inspiration articulated by Boucouvalas (1985).

> The conference itself has an inspirational value, and stimulation received from interaction with others en masse that often leads to new ideas and improved practice is important. The resulting

improved attitude and psychological well-being that helps us in tackling challenges back home are equally important.(p 45.)

3. Culture

In our study, one of the most important aspects of the CPSI institute was the identification of the conference culture. Conference culture represents an elusive concept and one that it difficult to define. Yet, each conference has its own culture. It encompasses more than those aspects of conferences typically considered such as, climate, environment, ambience, effective lighting, state of the art audio-visual technology, reception and conference dinners, and the effectiveness of lecture versus group discussion as preferred presentational styles.

Many authors cited earlier offer practical planning tips on various aspects of conference planning. At the CPSI conference, however, the culture appeared to refute the recommendations of most planners concerning setting the appropriate conference setting meeting environment.

When conference planners devote all their time to planning the conference environment (site location, lighting, space, temperature), they by default, define the culture. What frequently happens is that they narrowly define the culture without considering many aspects perceived as most important to participants. Without this sense of comfort, belonging, and safety, participants are unable to maximize the benefits of any conference. It is essential that conference planners give deliberate and thoughtful consideration to this aspect of conferences as they develop these important opportunities for learning.

Conclusions

This research expanded upon previous information provided by conference planning professionals. By assessing the meaning of the conference experience from the participants' perspective, rather than the program planners' administrative and management perspective, new insight was gained concerning those elements essential to a successful conference experience as defined by the participants. This type of research is necessary to add empirical data to the body of knowledge supporting the importance of conferences and institutes as learning experiences.

Three essential elements were identified as characteristics which affect attendance at conferences and institutes and ensure that participant needs are met. The opportunity to learn new skills and knowledge has traditionally received the most attention during the conference planning process. The

opportunity for growth and change as defined by this study, i.e., an occasion for personal affective and psychological extension through risk taking in which attitudes, beliefs, and perceptions are enhanced, is often not consciously addressed during the conference planning process. The unique aspects of the cultural characteristic of each conference and institute are frequently never considered nor developed as an important element.

These findings may shed some light on additional aspects to consider in designing conferences which more directly meet participants' needs. Perhaps, with the new insights offered by these findings, planners may include other activities which affect the psychological and affective development and growth of participants. They may also attempt to stimulate the development of a unique conference culture.

Program planners may wish to build opportunities to strengthen these aspects of their conferences to make them more meaningful to participants. By consciously considering and building upon these characteristics of a successful conference, planners will create a learning experience which transcends the current standard professional conference model.

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Part 3

Faculty Development

Cooperative Learning Strategies for Continuing Eduction Faculty

by

Barbara J. Millis

Abstract

Cooperative learning, a structured form of small group work based on positive interdependence, individual accountability, heterogenous teams, group processing, and social skills, can help continuing education faculty in higher education--whether teaching credit or noncredit courses, seminars, or workshops--achieve a number of important results. Research indicates that cooperative learning can have positive effects on achievement, multiethnic relationships, self-esteem, retention, and attitudes toward course content. By shifting toward a learner-centered environment, continuing education professionals using cooperative learning techniques can foster in adult learners a sense of community and cooperation.

Cooperative Learning Strategies for Continuing Education Faculty

One of the "Seven Principles for Good Practice in Undergraduate Education" identified by a 13-member team of education researchers from various institutions calls for "Cooperation Among Students." Chickering and Gamson (1987) elaborate on this principle:

> Learning is enhanced when it is more like a team effort than a solo race. Good learning, like good work, is collaborative and social, not competitive and isolated. Working with others often increases involvement in learning. Sharing one's ideas and responding to others' reactions improves thinking and deepens understanding. (p. 1)

Adult educators have long recognized the importance of involvement and cooperation in learning. Stephen Brookfield (1986) specifically notes: "The

distinct tradition in the facilitation of adult learning is that of adults meeting as equals in small groups to explore issues and concerns and then to take action as a result of these explorations" (pp 14-15). Motivation for learning can be enhanced by a student-centered, facilitative approach, one which actively engages adults as "participants in learning." Schneider, Klemp, and Kastendiek (1981) suggest, for example, that effective teachers and mentors for adults have discarded the outmoded, yet still universally cherished educational belief that their own intellectual lives would inspire adults. Instead, they have shifted to a student-centered model for quality in which they discover "ways to engage students in seeing how the resources of a subject matter, or even the resource of disciplined inquiry and analysis, could enlarge the students' own spheres of competence, perspective, and insight" (p. 75).

Continuing education professionals, far more than academics on traditional campuses, have recognized the value of small group work. When well structured, small group work provides experiential instruction, respects and capitalizes on adults' prior learning, offers active problem-solving opportunities, fulfills facilitative desires, and contributes variety to learning activities. Because small group work, however, often is not well orchestrated, recent attention has focused on a more structured form of collaborative learning, known as "cooperative learning."

In a keynote address at the 1990 convention of the International Association for the Study of Cooperation in Education, Neil Davidson emphasized that cooperative learning, with its fulfillment of basic human needs, its growth as a grassroots movement, its solid research base, its endorsement by numerous state and national educational commissions, and its natural connections with other educational theories, is far from a passing fad. Because cooperative learning complements so many aspects of adult learning theory and practice, continuing education faculty in particular should explore its possibilities.

What is Cooperative Learning?

Several researchers, such as Schmuck (1985) and Davidson (1990), trace the philosophical basis of cooperative learning to John Dewey's emphasis on experiential learning and the role of the schools in preparing students for life in a cooperative, democratic society. Hassard (1990) finds its roots "in the work on synergy by Ruth Benedict and Margaret Mead and in the psychological models developed by Abraham Maslow and Carl Rogers" (p. viii). Cooperative learning tends to be more carefully structured and delineated than most other forms of small group learning. Cooper and Mueck (1989) describe it as "a structured, systematic instructional strategy in which small groups work together toward a common goal" (p. 1).

Most experts agree that several components distinguish cooperative learning from other small group procedures, including collaborative learning.

Positive interdependence occurs, according to Kagan (1989), "when gains of individuals or teams are positively correlated" (p. 4:3). Basically, all members of a learning team contribute to each other's learning. Through careful planning, positive interdependence can be established by (a) mutual goals, such as reaching a consensus on a problem's solution; (b) mutual rewards, such as team grades based on a composite of each member's improvement or on a random selection of one team member's paper or quiz to represent the team score; (c) structured tasks, such as a report with sections contributed by each team member; and (d) interdependent roles, such as group members serving as discussion leaders, organizers, recorders, and spokespersons.

A second component, **individual accountability**, tends to eliminate "free riders/coasters/sandbaggers" and "workhorses" or "dominators." Because of carefully structured activities and assignments, adult students have a vested interest in helping teammates, but most of their course grades reflect individual learning, not undifferentiated group grades. Thus, traditional evaluation methods such as individual examinations, papers, or projects can still be used as long as students do not penalize others by their own achievements, as happens, for instance, when grades are curved. Grading structures should reward students for providing assistance to other group members. To encourage cooperation, teachers can add points for participation in group activities just as many teachers now factor "participation" into a final grade. Most adults are mature enough to recognize the intrinsic value of cooperating in learning teams to review and master material, for example, that all will face on a midterm or final examination. Adults enrolled in noncredit programs, or to use Alan Knox's (1986) term, "proficiency-oriented adult learning," are even more inclined to cooperate in order to reach their educational goals.

Researchers such as Kagan (1989) and Johnson, Johnson, Holubec, and Roy (1984) recommend heterogenous teams, reflecting varied learning abilities, ethnic and linguistic diversity, and a mixture of the sexes. Because adults are workplace oriented, and most employers value cooperation and teamwork, heterogeneous teams provide opportunities to prepare for or to reinforce practices needed in the "real world." In a semester-length course, most practitioners recommend teacher-selected learning teams of four or five whose composition can be changed every six weeks or so.

A fourth component, group processing, helps build team skills, allows adults to reflect on the learning process, and provides teachers with continuous feedback. Teachers and students monitor group and individual progress. After an assignment or activity, for instance, students could respond to questions such as, "Did all members of the group contribute?" and "What could be done next time to make the group function better?"

Social skills are also important in cooperative learning, but may not need to be taught directly to adults as they often are to younger learners. Some orientation is needed, however, to help adult students recognize the importance

of cooperative interaction and mutual respect.

Cooperative learning techniques rarely replace, in toto, traditional classroom techniques such as the lecture or teacher-directed discussion. Faculty do, however, tend to modify their approaches, giving, for instance, more 30 to 40 minute "minilectures" with time for group interactions. As Slavin (1989-1990a) cautions, "Successful [cooperative learning] models always include plain old good instruction; the cooperative activities supplement but do not replace direct instruction . . . " (p. 3).

The integration of cooperative learning techniques into continuing education classrooms does emphasize the facilitative approach most adults welcome. Power is shifted from the authority figure of the instructor to the adult students who then become actively involved in their own learning and in the learning processes of their peers. In informal terms, the teacher becomes not the "sage on the stage," but "the guide on the side."

Evaluation remains, as always, an area of crucial concern for both adult students and faculty. Because cooperative learning approaches must be integrated into course content and philosophy, they are sometimes linked with noncompetitive grading practices such as learning contracts or mastery learning, practices particularly suited to adult learners. Evaluation can be done also through traditional methods such as in-class or take-home tests or quizzes, group projects, homework, self-evaluation, and peer evaluation, provided that the grades reflect individual accountability and that all groups have had an opportunity to master the assigned material. Practices such as grading "on the curve" can sabotage cooperative group efforts.

Cooperative Learning Strategies

Flexibility is a key virtue of cooperative learning. Although the work of Robert Slavin (1986) and his colleagues at Johns Hopkins University has focused on curriculum-and-domain-specific learning, most cooperative learning structures can be used at all grade levels (K through graduate school) in virtually all disciplines. Continuing education professionals, including administrators, seminar leaders, and workshop facilitators, will also find them useful for interactive faculty training workshops, academic committees, and any other activities involving group dynamics. Some of the structures best suited to continuing education classrooms are:

1. Think-Pair-Share

Developed by Frank Lyman (1981), in this activity, the instructor poses a question, preferably one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. This

"wait time" can be spent writing, also. Students then turn to their partners and share their responses. During the last stage, student responses can be shared with a learning team, with a larger group, or with an entire class during a follow-up discussion. The caliber of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.

2. Corners

Based on a teacher-determined criterion such as their stands on a controversial issue, students divide themselves into four large groups. Depending on the numbers involved, students can participate in a group discussion or an activity or can form pairs and then pair again to form a four-member learning team.

3. Three-Step Interview

Common as an ice breaker or a team-building exercise, this structure can also be used to share ideas such as hypotheses or reactions to a film or article. Adults interview one another in pairs, alternating roles. They then share in a four-member learning team, composed of two pairs, the information or insights gleaned from the paired interview. Prior learning experiences can be highlighted in this exercise.

4. Numbered Heads Together

Members of learning teams, usually composed of four individuals, count off: 1, 2, 3, and 4. The teacher poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the answer. The instructor calls a specific number and the designated team members (1, 2, 3, or 4) respond as group spokespersons. Again, adults benefit from the verbalization, and the peer coaching helps both the high and the low achievers. Class time is usually better spent because less time is wasted on inappropriate responses and because all students become actively involved with the material. Since no one knows which number the teacher will call, all team members have a vested interest in being able to articulate the appropriate response.

5. Roundtable

In this brainstorming technique, adults in a learning team write in turn on a single pad of paper, stating their ideas aloud as they write. As the tablet circulates, more and more information is added until various aspects of a topic are explored.

6. Co-op Cards

Useful for memorization and review, students coach each other using flashcards. Each student prepares a set of flashcards with a question on the front and the answer on the back. When a student answers a question correctly, the partner hands over the card; they continue going through the set until all questions have been answered correctly. The pair then reverses roles, using the second set of questions and answers prepared by the other partner until both students have mastered both sets of questions.

7. Jigsaw

The faculty member divides an assignment or topic into four parts with one person from each "home" learning team volunteering to become an "expert" on one of the parts. Four expert teams with members from each home team then work together to master their fourth of the material and to discover the best way to help others learn it. All experts then reassemble in their home learning teams where they teach the other group members. This strategy was originally described by Aronson (1978).

The Value of Cooperative Learning

In a review of the research literature on teaching and learning in the college classroom. McKeachie, Pintrich, Lin, and Smith (1986) conclude: "The best answer to the question, 'What is the most effective method of teaching?,' is that it depends on the goal, the student, the content, and the teacher. But the next best answer is, 'Students teaching other students'" (p. 63). Hassard (1990) summarizes some of the benefits of cooperative learning:

> Educational practitioners such as David and Roger Johnson, Robert Slavin, and Spencer Kagan reported that cooperative learning resulted in high academic achievement; provided a vehicle for students to learn from one another; gave educators an alternative to the individual, competitive model; and was successful in improving relationships in multiethnic classrooms. (p. viii)

In short, cooperative learning can positively affect adult learners, faculty, and the general campus climate.

By integrating small-group learning into the continuing education curriculum, teachers can reach students with different learning styles. Because cooperative learning group work is highly structured, it can appeal even to "Type Two" learners (Kolb, 1983) who excel in traditional learning environments. As Redding (1990) notes, students with different learning styles, can,

in cooperative learning groups, "teach each other from their special and particular perspectives" (p. 47).

Patricia Cross's (1981) "Characteristics of Adults as Learners" (CAL) model makes it relatively easy to see that cooperative learning methods can operate across all three of the continua (physical, sociocultural, and psychological) by creating a "warm, and accepting environment on the physiological dimension; a cooperative, adventuresome environment on the life-phase continuum; and a challenging environment for stimulating developmental growth on the developmental-stage continuum" (p 240).

Given the demographic predictions concerning "one-third of a nation," cooperative learning's positive effects on minority retention and self-esteem may be especially important to adult learning. Heterogenous grouping provides opportunities for positive interaction. Slavin (1989-1990b) concludes, "When students of different racial or ethnic backgrounds work together toward a common goal, they gain in liking and respect for one another" (p. 52). As Rendon (1989) argues, higher education must become a reality for at-risk students. The classroom is the primary point of connection for these students; the positive student-faculty, student-student interactions that occur in a cooperative setting can only promote more "involvement in learning." Cooperative learning techniques are particularly effective in adult literacy and ESL programs.

All continuing education professionals are aware of the cries for educational reform and of the challenges facing higher education and society in general. "Today's professors are challenged to teach a student population increasingly diverse in age, levels of academic preparation, styles of learning, and cultural background. Professors are now expected not only to 'cover the material,' but also to help students to think critically, write skillfully, and speak competently" (Ekroth, 1990, p. 1). Faculty in continuing education programs are especially challenged. They must learn to help build the "supportive and active learning environment" advocated by Knox (1986). They must learn to celebrate student diversity--minorities, older students, part-time learners, underprepared underachievers--and to find ways to both motivate and educate adults for the 21st century.

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Selecting, Orienting, and Developing Faculty for Successful Motivational Continuing Education Programs

by

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In some respects, Continuing Education administrators have to cope with the worst of both possible worlds within academe. On one hand, they live with the unrelenting demand for program quantity. On the other, there is the i[illegible]s structured but equally unrelenting demand for program quality in keeping with the standards of the institution. For many, this duel set of expectations is exacerbated by the fact that academic standards are set and maintained within various faculties, leaving the administrator to ensure that (often unwritten) standards are achieved in the classroom with little or no control over issue of quality. For many C.E. administrators, it often seems the instructor is the most independent of all possible variables in the C.E. enterprise. If the two worlds of quantity and quality converge in the classroom setting, where consumer as well as the standards must be satisfied, at the pivot of the balance stands the faculty member--seen as removed from the administrator's influence and protected by the mystique of the profession and/or the guidelines of the tenure process. It is for this reason that many administrators develop a virtual love-hate relationship with faculty. One needs faculty for quality, but there is the risk that quantity will be jeopardized.

If this is an even modestly accurate picture, it is an unfortunate one. Unless the relationship between the administrator and faculty member succeeds at the pivot, the balance fails and all involved lose. While it could be naive to suggest that the dynamics of the C.E. organization and culture within any given institution can be seriously affected through a single paper, it is nevertheless suggested here that administrators can gain greater control over quantity and quality by continually seeking answers to at least three key questions, as will be discussed. These questions are based on two assumptions: First, while few faculty will agree that they need "training," few who are

serious about instruction will reject empirical evidence on matters of teaching and learning, out of hand. More important, it is my experience and that of others in the literature that most instructors do care about their classroom effectiveness and are concerned about their students. Second, it is also assumed that it is the role, if not the responsibility, of the administrator to provide some basic orientation and developmental "training" for his or her staff, like any other enterprise.

Simply, administrators need to keep asking three basic questions:

1. What motivates adults to return to formal learning settings?

2. What unique characteristics do adults have relevant to effective teaching/learning?

3. What, specifically, contributes to effective instruction and learning in the higher education setting?

If these three basic questions are pursued, and a few points from recent research will be presented here, administrators can make such findings available to instructors and, it is assumed, can employ them as basic principles in the selection of instructors.

With these assumptions, this paper will:

1. Examine some of the recent adult education literature on these three questions with implications for Continuing Education.

2. Suggest a few components for a "training package" for the orientation and professional development of faculty, including a list of motivating strategies (from Wlodkowski, 1987).

3. Provide what is hoped will be a useful list of readings.

What Motivates Adult Learners?

Much has been written on the topic of adult motivation. In fact, research variations on special learning groups have recently begun to emerge (see "Readings"). However, some basic research findings are common to most of the literature. Houle provides a framework for this. As Cross (1982) notes: "Although Houle's (1961) sensitive study of the motivation for adult learning was done twenty years ago, his three-way typology remains the single most influential study today" (p. 82). Houle stated that adults return to structured learning for one of, or combinations of, three reasons:

1. Adult learners are goal-oriented and may be seeking specific outcomes based on identified needs;

2. Adult learners may be activity-oriented and seeking social involvement as an escape from boredom or problems; or

3. Adult learners may be learning-oriented, which means they may be pursuing knowledge for the sake of knowing more on a given topic.

While these three form a frame for the question of why adults return to formal learning, the growing trend seems to be on Houle's goal-oriented group. Johnstone and Rivera's watershed study, Volunteers for Learning (1965), found "the major emphasis in adult learning is on the practical rather than on the academic; on the applied rather than the theoretical; and on the skills rather than on knowledge or information" (p. 3). This theme of relevance in learning surfaced in the four years of the triennial surveys of the National Center for Education Statistics (in Cross, p. 94). In 1969, 1972, 1975, and 1978, job-related courses had risen more than any other category--including the next contender, recreation/personal. There was a 38.9% increase for "direct job improvement" courses and a 10.5% increase for courses described as "in order to get a new job."

Beyond formal learning, Tough (1982) set a research track in motion on self-directed learners. He found that no fewer than 98% of adults engage in some self-directed learning project of seven hours or more without the help of any institution to a total of over 700 hours per year. In this remarkable level of learning, Tough again found that adult learners are most frequently motivated by the pragmatic desire to use or apply knowledge or skills. Finally, in hypothesis-testing research, Aslanian and Brickell (1980) found that the majority (83%, N-744) of adults returning to formal education did so out of a "transition" in their life--job change, divorce, "empty nest." The highest number (56%) of the group interviewed cited job changes or careers as their first reason for returning.

Thus, for purposes of this discussion, one clear challenge for the administrator is to develop a program track out of Houle's typology which is career sensitive, but the real teaching challenge for the instructor and administrator alike is to ensure that the learning activity is relevant to learner needs and interests. Making this even more poignant, if Aslanian and Brickell are right, many adults in the classroom face more than the usual number of pressures as a result of a transition in their life. The C.E. program, such students hope, will to some extent address the issues arising from this transition. Thus, relevance is extremely important and goes well beyond administrator assessments of needs. To ensure relevance, the instructor must ensure that assessments--informal, formal, group, and individual--are a standard component of teaching (see Knox, 1987, and Wlodkowski, 1988, for methods).

How Do Adults and Children Differ? How Do Adults Learn? What Inhibits Learning?

It is important to note that virtually all adult education literature will agree that there are major differences in the characteristics between adults and children for purposes of learning. Few have put it better than Knowles (1980) that adults:

1. Evolve in their self-image from a concept of being dependent to one of being self-directed,

2. Accumulate a growing reservoir of experience,

3. Develop a readiness to learn as oriented to the tasks associated with their changing social roles, and

4. Develop in their orientation from subject-centeredness to performance-centeredness.

For the effective instructor of adults, this means, at a minimum: allowing/ encouraging adults a level of ownership and decision-making in programs; encouraging the sharing of personal knowledge and experiences to help shape the course content and process; and, as mentioned earlier, conducting on-going assessments of course relevance as well as making use of the learners' knowledge and concerns through, for instance, a problem-posing discussion format (see "Motivational Strategies" attached).

Beyond these broad points, although much has been written on these topics (see "Readings") three points may be considered central for the administrator. First, Cattell (in Cross, 1982) has made the point that children excel in "fluid intelligence" and IQ tests whereby memory span, spatial perception, and rapid adaptation and recall are part of the learning process for young learners. With aging, fluid intelligence declines and crystallized intelligence increases. Crystallized learning greatly enhances judgment, insight, broad knowledge, even wisdom among adults--characteristics rarely associated with children. Like adding to lines on a crystal, adults add to and evolve lines of established experience and knowledge. Thus, "The greatest problems with memory for older people occur with meaningless learning, complex learning, and the learning of new things that require reassessment of old learning" (Cross, p. 163). Since *adults seek to build on prior knowledge, enhance experience, and re-interpret what they know, the learning content and process must be sensitive to learner's prior knowledge as well as their expressed needs.* Therefore, "Begin adults from where they are" is an apt adage.

In addition, physiological factors play a role which inhibits the learning process. They are basically three:

1. Loss of vision--correctable through eyewear but necessitating careful consideration of lighting arrangements in classrooms,

2. Deterioration of hearing--again correctable within limits through mechanical aids but again necessitating careful consideration of acoustics and classroom seating arrangements, and most contentious,

3. Short-term memory loss.

A large body of literature exists on memory,but it seems clear that the effectiveness of learning, particularly as one ages into one's 70's, depends a great deal on the level of stimulating activity the adult maintains in his or her life. As Knox (1987) has discussed, adults can learn at virtually any age if the pace is right. *For the instructor, there is a need for basic information on the development and maturation of adults* (see "Readings" and the "Motivational Strategies" attached) *and awareness that adjustment in pacing is critical for the older learner* (Wlodkowski, 1987).

Selecting and Developing Motivating Instructors of Adults

Wlodkowski (1987) notes that all adults are "motivated." For adult students, it is clear they have been motivated to commit their money and their time to a learning enterprise. The issue for excellent instruction is how to select and develop "motivating instructors"--how to go well beyond the mere transmission of knowledge to enhance the level of motivation already in learners, and how to stimulate learners to increase their self-directedness so they may be further motivated--life-long--to pursue a particular area of inquiry equipped with the capacity to pursue such topics beyond the classroom?

First, what constitutes a motivating instructor? Epstein (cited in Wlodkowski) observes, "What all the great teachers appear to have in common is love of their subject, an obvious satisfaction in arousing this love in their students, and an ability to convince them that what they are being taught is deadly serious." Motivating instruction, according to Wlodkowski (1987), is based on four cornerstones: (1) expertise, (2) empathy, (3) enthusiasm, and (4) clarity. Each will be discussed in turn.

"There is no substitute for thoroughly knowing our topic. Nothing beats it. Whatever experience, reading, reviewing, or practice it takes, its payoffs far outweigh its cost" (Wlodkowski, p. 19). *The first cornerstone, <u>expertise</u>, is therefore fundamental and should be non-negotiable)* (Knox, 1987) for the C.E. administrator. But it is not the whole story.

While expertise is perhaps the most measurable and most controllable of the four points, <u>empathy</u> is perhaps the least measurable and controllable. However, an absence of what Carl Rogers calls "the ability to understand the student's reactions from the inside, a sensitive awareness of the way the

process of education and learning seem to the student" (cited in Wlodkowski) can mean the difference between dynamic, motivating classrooms and reluctant learners being taught. Empathy is the instructor's response to most of the learner characteristics discussed earlier, without which the learner's characteristics, needs, and life situations are ignored. The pertinent questions for the administrator to keep in mind on empathy, then, are: *Can the instructor derive a realistic understanding of learner needs and their expectations of the program? Can the instructor adapt the instruction to learners' levels of experience and skill? And, will the instructor continuously consider the learners' perspective?* These questions may not be answered until the instructor is in the classroom, but the administrator's educated intuition, past student evaluations, and past references can help a great deal here.

Third, there is no substitute for enthusiasm. If the instructor is bored by his or her own topic, how can the learner be inspired? The questions here are: *Does the instructor care about and value what he/she teaches for him-self/herself and for the learners?* And, *is this expressed through appropriate degrees of emotion, animation, and energy?*

Finally, all of the above are futile with clarity in instruction. The university setting provides the perfect stage for the academic genius but, as history shows, John Dewey, Abraham Maslow, and mustache-hidden Albert Einstein were considered some of the dullest speakers to have ever approached a lectern. The question is one of empathy coupled with articulateness: *will the instructor seek to find out if learners comprehended the first time, and if they did not, be able and willing to make it clear the second or third time?*

Towards a "Training Package" for Faculty Orientation and Development

Whether as a printed packet or a packet presented at an orientation or professional development in-service session, as suggested, basic information for the instructor of adults should include, at minimum:

1. What motivates adults to return to learning?

2. How adults learn?

3. How characteristics of the adult differ from characteristics of children for learning purposes?

4. What constitutes a successful motivating instructor?

5. How might learner needs and instructor needs be effectively assessed?

On the last point, formative, summative assessment instruments as well as self-evaluation instruments, such as that discussed above, and those in the

"Reading" list may prove helpful.

As stated earlier, this paper assumes that instructors honestly want to instruct, and to instruct well. It is proposed that those who do not want to do either will probably not be effective instructors of adults and, to put it tactfully, should be given the opportunity not to instruct. Adult education has been guided by some very basic beliefs. One, stated by Eduard Lindeman, seems particularly appropriate to instructors and learners alike: "In what areas do most people appear to find life's meaning? We have only one pragmatic guide: meaning must reside in the things for which people strive, the goals which they set for themselves, their wants, needs, desires and wishes." As discussed here, adult learners, as volunteer learners, typically seek to fulfill real needs and desires through the time and finances they devote to their learning in the Continuing Education setting.

Through carefully selection, orientation, and continuous development of faculty utilizing research and local experiences, a dynamic Continuing Education program can be developed and sustained. Out of such a milieu, lives, communities and whole societies can be affected. Thus, in the final analysis, teaching is a science, an art, and always a privilege.

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Summary of Motivational Strategies

Major Motivation Factor	Purpose		Strategy
Attitudes (Beginning Activities)	To create a positive attitude toward the instructor.	* 1.	Share something of value with your adult learners.
		2.	Concretely indicate your cooperative intentions to help adults learn.
		* 3.	To the degree authentically possible, reflect the language, perspective, and attitudes of your adult learners.
		4.	When issuing mandatory assignments or training requirements, give your rationale for these stipulations.
		5.	Allow for introductions.
	To build a positive attitude toward the subject and learning situation.	* 6.	Eliminate or minimize any negative conditions that surround the subject.
		* 7.	Ensure successful learning.
		8.	Make the first experience with the subject as positive as possible.
		* 9.	Positively confront the possible erroneous beliefs, expectations, and assumptions that may underlie a negative learner attitude.
		10.	Associate the learner with other learners who are enthusiastic about the subject.
	To develop a positive learner self-concept for learning.	*11.	Encourage the learner.
		12.	Promote the learner's personal control of the context of learning.
		*13.	Help learners to attribute their success to their ability and their effort.
		*14.	When learning tasks are suitable to their ability, help learners to understand that effort and persistence can overcome their failures.
	To establish learner expectancy for success.	15.	Make the learning goal as clear as possible.
		16.	Make the criteria of evaluation as clear as possible.
		17.	Use models similar to the learners to demonstrate expected learning.
		18.	Announce the expected amount of time needed for study and practice for successful learning.
		19.	Use goal-setting methods
		20.	Use contracting methods.

*Can also apply to other time phases.

Summary of Motivational Strategies (continued)

Major Motivation Factor	Purpose	Strategy
Needs (Beginning Activities)	To ensure the instruction is responsive to learner needs.	21. Use needs assessment techniques to discover and emphasize the felt needs of learners in the learning process. 22. Use needs assessment techniques to discover and emphasize needs of learners in the earning process.
	To relate instruction to important adult physiological needs. To satisfy and respect adult safety needs within the content and process of the instructional situation.	•23. When relevant, select content, examples, and projects that relate to the physiological needs of the learners. •24. When relevant, select content, examples, and projects that relate to the safety needs of the learners. •25. Use imagery techniques to help learners clearly remember specific problems or tasks that are relevant to the knowledge or skill being taught. •26. Reduce or remove components of the learning environment that lead to failure or fear. •27. Create a learning environment that is organized and orderly. 28. Introduce the unfamiliar through the familiar.
	To satisfy and respect adult belongingness needs within the content and process of the instructional situation. To satisfy and respect adult esteem needs within the content and process of the instructional situation.	•29. When relevant, select content, examples, and projects that relate to the love and belongingness needs of the learners. •30. Create components in the learning environment that tell learners they are accepted and respected participating members of the group. 31. Offer the opportunity for responsible attainment of knowledge, skills, and learning goals that relate to the esteem needs of the learners. 32. When appropriate, plan activities to allow the learners to share and to publicly display their projects and skills.

•Can also apply to other time phases.

Summary of Motivational Strategies (continued)

Major Motivation Factor	Purpose		Strategy
	To satisfy and respect adult self-actualization needs within the content and process of the instructional situation.	33.	Provide learners with the opportunity to select topics, projects, and assignments that appeal to their curiosity, sense of wonder, and need to explore.
		34.	To the extent possible, and when appropriate, provide opportunities for self-directed learning.
		35.	Challenge the learners.
Stimulation (During Activities)	To maintain learner attention.	36.	Provide frequent response opportunities to all learners on an equitable basis.
		*37.	Help learners to realize their accountability for what they are learning.
		*38.	Provide variety in personal presentation style, methods of instruction, and learning materials.
		39.	Introduce, connect, and end learning activities attractively and clearly.
		*40.	Selectively use breaks, physical exercises, and energizers.
	To build learner interest.	*41.	Relate learning to adult interests.
		*42.	When possible, clearly state or demonstrate the advantages that will result from the learning activity.
		*43.	While instructing, use humor liberally and frequently.
		*44.	Selectively induce parapathic emotions.
		*45.	Selectively use examples, analogies, metaphors, and stories.
		46.	Selectively use knowledge and comprehension questions to stimulate learner interest.
		47.	Use unpredictability and uncertainty to the degree that learners enjoy them with a sense of security.
	To develop learner involvement.	*48.	Use disequilibrium to stimulate learner involvement.
		49.	Selectively use application, analysis, synthesis, and evaluation questions and tasks to stimulate learner involvement.

Can also apply to other time phases.

Summary of Motivational Strategies (continued)

Major Motivation Factor	Purpose	Strategy
		*50. Make learner reaction and active participation an essential part of the learning process.
		51. Introduce minor challenges during instruction.
		52. Create opportunities and conditions for the flow experience.
Affect (During Activities)	To encourage and integrate learner emotions within the learning process.	*53. Selectively emphasize and deal with the human perspective of what is being learned, with application to the personal daily lives of the adult learner whenever possible.
		*54. When appropriate, relate content and instructional procedures to learner concerns.
		*55. Selectively relate content and instructional procedures to learner values.
		*56. When appropriate, deal with and encourage the expression of emotions during learning.
		*57. When appropriate, help learners to directly experience cognitive concepts on a physical and emotional level.
	To maintain an optimal emotional climate within the learning group.	*58. Use cooperative goal structures to develop and maximize cohesiveness in the learning group.
Competence (Ending Activities)	To increase learner awareness of progress, mastery, achievement, and responsibility in learning in a manner that enhances the learner's confidence, self-determination, and intrinsic motivation.	*59. Provide consistent feedback to learners regarding their mastery, progress, and responsibility in learning.
		*60. When necessary, use constructive criticism.
		*61. Effectively praise and reward learning.
		62. Use formative evaluation procedures to measure and communicate learner progress and mastery
		63. Whenever possible, use performance evaluation procedures to help the learner realize how to operationalize in daily living what has been learned.
		64. Acknowledge and affirm the learner's responsibility and any significant actions or characteristics that contributed to the successful completion of the learning task.

*Can also apply to other time phases.

Summary of Motivational Strategies (continued)

Major Motivation Factor	Purpose		Strategy
Reinforcement (Ending Activities	To provide extrinsic reinforcers for learning activities that because of their structure or nature could not induce learner participation or achievement without positive reinforcement.	*65.	Use incentives to encourage adult participation in learning activities that are initially unattractive.
		*66.	Consider the use of extrinsic reinforcers for routine, well-learned activities, complex skill building, and drill-and-practice activities.
	To help learners to be aware of the positive changes their learning behavior has produced.	*67.	When learning has natural consequences, help learners to be aware of them as well as their impact.
	To affirm and to continue learner motivation for significant units of learning.	68.	Encourage or provide a reinforcing event for positive closure at the end of significant units of learning.

*Can also apply to other time phases.

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ADDENDUM

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Addendum I: Part 1 of 3 Parts

The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Military Perspective

by

MaryAnn W. Johnson

The Air Force Education Services Program provides educational opportunities and counseling services to active duty, reserve and guard personnel to develop the background essential to meet the immediate and long range needs of the Air Force and the nation. The continuing development of voluntary educational programs is essential toward maintaining a positive image for recruiting and retention. Educational Programs range from basic skills through graduate university studies.

The personnel of any Air Force Base are a highly motivated group of individuals seeking to work and learn at the place where they live. The place of living will be a place away from a home state. They will usually not have state residence privileges in the state where they are stationed. This site is usually too far away from a college to travel to at night or the college does not offer night courses. They are not certain how long they will be stationed at this site to be able to apply for state residency. Personnel are without transportation and travel funds to go to a college campus. It was recognized 30 years ago that armed forces personnel needed civilian schooling skills, that military skills alone were not enough for the military or civilian world. It was recognized that the Air Force was one of the best technical training arenas. Still, without a civilian education, whether armed services personnel retired after 20 years, separated after initial enlistment or were a product of a reduction in force, the technical training usually did not suffice in receiving work opportunities. When this was realized 30 years ago there were engagements between the armed services and colleges or universities to provide the education courses and programs needed. This was done on a contractual basis for specific needs.

The material presented here is in support of more colleges seeking a relationship with the military bases and opening an extended campus for offering programs to this highly motivated group. The military personnel, their dependents,

the civilians who work for the base and live near the base are very interested in working to further their education. This should be of interest to colleges in these days of uncertain continuing enrollments, particularly the traditional full-time 18-22 year group. Military personnel are motivated to go to school because of the monetary support in the form of government tuition assistance and possible promotion sooner than peers as a result of taking courses in off duty time. Studies have shown that supervisors are more likely to give more responsibility and promotion to a military member engaged in off-duty classes. With that background material a proposal for a marriage contract might seem interesting and worth pursuing. The Air Base (town) is interested in this marriage. The Air Base is willing to provide the funding, the living space, and the needs assessment for this opportunity.

The needs assessment is part of the education plan that every base completes annually. The education plan outlines goals and objectives. The specific character of the assessment can be determined by the Education Services Officer (ESO). For example, this year at McGuire AFB the main thrust of the assessment dealt with the need for junior, senior (upper division) level courses leading to a bachelors degree. It was felt a need existed for a four year college to offer general studies and/or business. Of the population responding to the survey, 38% said they would take courses immediately with a four year college. Of the population responding, 34 % indicated they wanted to take courses leading to a bachelors degree in business studies and 12% indicated interest in liberal arts. The military personnel responding who already had between 30-90 college credits was 41%. Forty-two percent of the respondents indicated they would be stationed at McGuire for more than 3 years.

After the completion of the needs assessment, the Education Services Officer mails a letter of invitation to various colleges requesting a proposal to offer the programs for which the needs assessment has shown a sufficient base of support. The letter will cover the minimum criteria the institutions must meet to offer postsecondary on-base programs.

The institution submitting a proposal must meet criteria showing that it is chartered or licensed by a state or federal government. The postsecondary institution must be accredited by an agency recognized by the Council on Postsecondary Accreditation (COPA) and the Department of Education. The parent campus will be involved in approving programs; faculty selection, assignment, orientation and in teaching, monitoring and evaluating the programs. Adjunct or part-time faculty will possess the same or equivalent qualifications as full-time permanent faculty members. The on-base programs will be conducted from curricula offered or authorized by the homo campus. Programs conducted on-base will carry identical credit designations, represent the same context and experiences and use the same student evaluation procedures as those used on campus. Courses offered on-base will be accepted the same as courses on campus and will meet institutional residency requirements. Library and reference material will be provided appropriate for the level of instruction. The same admission grading and graduation standards must apply. Regular and frequent contact between campus based faculty, administrators and the institutions off campus representatives, as well as the use of appropriate evaluation

methods for the program courses and faculty are required. Tuition and fees charged must be the same for similarly circumstanced military and civilian students. The institution must insure that a reasonable contribution is made to support the on-base program. Both the institution and specific program must be currently approved for on-base operation by the state approving agency for Veterans Educational Benefits. The letter of invitation will state specifically for the college the information needed to be included in the proposal. The institution must address the following information in writing to the base in making the proposal.

The institution will address the specific program level in discipline and subject area they will offer with courses needed to complete the degree. The abstract of the needs assessment provided by the base will be utilized in completing the specific program offerings. The adequacy of facilities will be addressed as will the minimum criteria applicable to on-base programs. The institution will address the class format, extent of transferable credit, recognition of military training credits, minimum and typical lengths to complete program, desirable requirements for terminal evaluation (thesis, comprehensive examinations), administrative and student services to be provided by the institution, class size criteria, and flexibility in class scheduling to meet operational needs.

Institutional proposals must agree to show evidence that the appropriate accrediting association is aware of and has approved the on-base program before beginning and that an on-site visit by the appropriate regional accrediting association during the first year is requested.

The institution will be informed of the procedures that will be used to evaluate proposals that may be submitted. The procedure must be directly related to the information and criteria outlined in the invitation. Judgment of the proposals will be based on the academic merit and responsiveness to personnel needs. While the tuition will be a factor considered, there will be other points that are weighed. Those other points include: 1) Clear provisions for the on-base completion of the degree proposed; 2) Clear statements of advanced standing policies (acceptance of CCAF credits, CLEP and DANTES exams), which could be considered extremely important in the acceptance of the program; 3) Determination as to how the Veterans Administration sees the course of study (full or part-time) for paying benefits; 4) Institutional policies on resident course and credit requirements. Preference must be given to programs that consider all on-base work resident credit with no time required on campus and resident requirement (through courses taken on-base) fulfilled at any time during the student's program of study and not necessarily the last year spent with the institution awarding the degree.

When proposals are submitted to the base, or the pre-engagement period, this provides the base with the documentation to establish the actual programs. Not until this proposal document is received can the base do any negotiating. The Education Services Officer determines which proposals meet the criteria outlined and initiates a request for authorization to negotiate with one or more institutions. This request is sent to the higher headquarters or Major Command for approval. The higher headquarters will return to the base the authorization to negotiate, but that does not

obligate the base to establish the program.

When only one college has indicated a desire to offer a particular program at the base, the ESO will begin to negotiate with that particular college. The authorization to negotiate with more than one college may be given. The ESO must determine through negotiations which college will offer the best program for the population to be served. The first determination is that all colleges interested in presenting the program will conduct the program directly with no element of subcontracting. It is the ESO's responsibility to ensure that all individuals performing services for the institution are engaged directly by the institution. The negotiations must stop and higher headquarters made aware of any subcontracting or affiliation arrangements and additional points must be disclosed. It is not desirable to become involved in subcontracting; in fact, the author does not know of any subcontracts that have ever been approved. All documents regarding negotiations with institutions will be retained in office files.

Addendum II: Part 3 of 3 Parts

The Courting and Marriage of the Military Continuing Education Programs and a College Branch Campus: The Education Services Officer Perspective

by

Lyle Briggs

The marriage of an Air Force Education Services Center (ESC) and an academic institution is very much like any other marriage. The two partners must develop and maintain a strong focus on each other and learn to cooperate on a wide range of issues. The Memorandum of Understanding (MOU) combines, for all practical purposes, the marriage license and the vows. It defines the relationship between base and school and spells out what each can expect of the other. While these "vows" will vary somewhat based on local needs or desires, there are several areas that must be addressed to meet Air Force regulatory requirements.

A. A statement of the specific academic programs to be offered, and institutional policies on the acceptance of credit resulting from Defense Activity for Nontraditional Educational Support (DANTES) testing programs.

B. Services to be provided by the institution such as:

   1. Registration and admission requirements
   2. Onbase administration, academic advisement, and sale of books and materials
   3. Providing course grades to the ESC for students using Air Force tuition assistance

4. The amount, type and/or provision of library support provided for academic programs

C. Services and facilities to be provided by the base such as:

1. Classrooms, laboratories, shops, etc.
2. Administrative space
3. Ground rules on base access for institutional employees

D. Provisions for administration of tuition assistance on:

1. Understanding that no commitment can be made on specific numbers of students or availability of tuition assistance
2. Procedures for processing and billing
3. Statement of tuition charges, procedures, and timing of any changes
4. Documentation of variance if on-base tuition is different than on-campus tuition for the same program.
5. Provisions for refunds to the ESC on withdrawals

E. Provisions for registration of students not funded through tuition assistance

F. Agreement on access to programs of students other than those specifically authorized in Air Force regulations. This will include priorities for enrollment and base access requirement.

G. Working relationship between on-base institutional personnel and the ESC such as:

1. School personnel have no access to Air Force records without student release
2. What, if any, other duties will on-base institutional personnel have

H. Institutional compensation system for faculty and staff including basis for pay

I. Termination clause which covers the mutually agreeable basis for termination of a program by either party

The success of the resulting program depends on the extent to which the ESC and the institution are able to meet the needs of the students. In reality, meeting the needs of Air Force students is not too different from other adult students. It is tied into what I choose to call a program's "bilities": desirability, feasibility, flexibility, and affordibility.

A. Desirability is linked to student perception of the worth of the program in terms of his/her academic and vocational goals. Assuming the data gathered during the needs assessment was accurate, a sufficient student base should be available

B. Feasibility is probably the key issue for potential and already enrolled students. Basically, the student must perceive that he or she ca complete the program given the time they expect to be ..ationed at th base. Factors that enter into their evaluation inc'ude scheduling, transfer policies, an.l course availability.

C. Flexibility is the institutions willingness and ability to assist the student when factors beyond the students' control interrupt their academic progress. Since military members have little control over their availability at any point in time, faculty and administrative flexibility is critical.

D. Affor..ibility has a greater impact on student choices today than in past years. The shrinking military budget has already had an impact on the amount of financial aid available to some students, and may impact more in the coming years. Rising educational costs coupled with decreasing tuition assistance have an adverse impact on a service members ability to participate in educational programs. Every effort must be made to keep costs down to a reasonable level.

Addendum III

Project Breakthrough: A Telecourse Model for the Mountain State

by

R. Rudy Fiek, PhD.
and Sue Day-Perrots

Project Breakthrough is a telecourse model designed to make college credit courses more accessible to adult learners. With major funding from the Annenberg/CPB Project, West Virginia University provided the leadership for this new paradigm of post-secondary education. Project Breakthrough proposes to extend the distance education paradigm by broadcasting telecourses via satellite into more than 50,000 home satellite receivers presently dotting the landscapes of West Virginia.

West Virginia became a primary consideration for satellite telecourses for a number of reasons:

A. The terrain, with its majestic beauty, is comprised of steep mountains and winding river beds, which can hinder highway travel and information access. Many rural residents find secondary roads do not lend themselves to travel, especially during the winter months.

B. West Virginia is the second most rural state in the U.S. based on the number of residents living in rural areas. This is one factor which attributes to the popularity of home satellite receivers.

C. West Virginia ranks last nationally in the number of adults who have a college education of 4 years or more. Of the approximately one million adults living in the state, only about 10.4 percent have achieved a college education as compared to the national average of over 16 percent. To reach the national average, West Virginia needs to educate 65,528 adults with four or more years of college.

D. The st[illegible] also ranks last nationally in adults with 1 to 3 years of college. The national average is 32 percent as compared to West Virginia's 20.4 percent or 114,704 more adults to meet the national average.

E. West Virginia ranks near last in population growth with a -4.1 percent population change from 1980 to 1987. Young people, in particular, are leaving the state for greater employment opportunities.

Since West Virginia has the lowest college-going rate per capita and traditionally low educationally motivated values, we believe that the Project must provide attainable goals within a reasonable time, while being applicable to a four year degree program. To increase motivation, participation and to insure success, the courses must reflect the interest of most people. Coupled with basic demographics, this criteria provided the basis for the research questionnaire.

Research:

The 1989-90 grant from the Annenberg/CPB Project, coordinated by WVU's Center for Extension and Continuing Education, allowed statewide research to assess adult educational needs and interests in approximately 10,000 West Virginia households. The questionnaire was designed to conduct an educational needs assessment of four populations: a) general West Virginia households (5,506), b) households with home satellite receivers (3,523), c) adults currently taking telecourses through public television (200), and d) adults enrolled in the Regents Bachelor of Arts program (300). Survey findings were concentrated in the following areas of assessment: a) demographic profile of total respondent populations, b) attitudes toward additional education, c) attitudes toward participating in Project Breakthrough, d) accessibility to telecourses, e) scheduling of telecourses, f) preference of degree and fields of study, g) marketing and motivational factors, and h) respondent requesting additional information about Project Breakthrough.

Demographic Profile of Total Respondent Population:

Based on a response rate of nearly 13%, the majority of survey respondents were female with the exception of the satellite respondents. Ninety-five percent of the respondents were beyond the traditional college age student range of 18-22 years with the largest proportion (44%) between 36 and 50 years of age. Ninety (90%) percent of the HEITV and RBA respondents were employed either full or part time compared to approximately 60 percent of the general populations and satellite respondents. As anticipated, the satellite respondents were most likely to live in a rural area (84%) followed by HEITV respondents (57%).

An analysis of this data reveals that a significant percentage of respondents are potential candidates for higher education at the undergraduate level. More specifically, the percentage of respondents having at least a high school diploma, but

less than a bachelor's degree, includes 60 percent of the general population, 68 percent of the satellite respondents, 75 percent of the HEITV respondent and 67 percent of the RBA respondents.

Attitudes Toward Additional Education:

A very high percentage of HEITV (86%) and RBA (18%) indicated an interest in additional education. More surprising, was the positive response rate among the general household (42%) and satellite (38%) respondents. It was apparent that among the respondents there was considerable interest in additional education.

Respondents who were interested in further education were asked to indicate the level of study that they would like to undertake next. The level of interest in undergraduate education categories ranged from 19 percent for the general household and satellite respondents to 73 percent for the HEITV respondents.

The respondents were asked if they were currently participating in a college-level program. As anticipated, HEITV (37%) and RBA (52%) included higher percentages of participating students, while considerably fewer satellite dish owners (7%) and general household (8%) were active students at the college level.

Attitudes About Participating in Project Breakthrough:

Respondents were asked about their interest in participating in Project Breakthrough. Approximately one-third of the general household and satellite respondents were interested in participating in Project Breakthrough, and 61 percent of the RBA and 72 percent of the HEITV samples reported a similar interest.

All further findings are based on responses of individuals who expressed an interest in Project Breakthrough and who have at least a high school diploma or General Education Diploma but less than a bachelor's degree. These individuals have been targeted as the audience most likely to participate in Project Breakthrough. Individuals who were not interested, not sure of their interest, or educationally qualified were excluded from further analysis.

The targeted population responses indicate women with a high school diploma and some college, who live in a rural area and are employed full time as the primary demographic profile. The most frequently reported age categories were 23 to 35 years among the general household and 36 to 50 years for the other three groups.

As predicted, the HEITV and RBA populations reported higher percentages of current participation in college courses. However, two-thirds or greater of all populations were interested in Project Breakthrough for career reasons over personal ones. The definite career focus, reinforces Project Breakthrough's goal of providing a business degree program as well as providing adult learners with a general studies or "core" curriculum that is applicable to nearly all program options and particularly relevant to the Regents Bachelor of Arts degree.

Access to Project Breakthrough Telecourses:

The original intent of Project Breakthrough was to transmit telecourses to adults living in rural areas via satellite with homes targeted as primary receive sites. While rural residents remain a primary focal group, it is apparent that other potential audiences exist, many of whom do not have access to satellite receivers. Only eight percent of the targeted participants in the general household survey had a home satellite receiver. An additional 12 percent had access to a satellite receiver at their workplace or another location.

To increase access to telecourses, several alternative delivery models will be incorporated that reflect the technologies available to the survey respondents. For example, three-fourths of the targeted general household respondents live within ten miles of the nearest public library and over 88 percent own a VCR. This suggests that the public library system could provide a valuable educational service through the recording and redistribution of telecourses or by establishing a receive site "classroom". Over 75 vocational-technical centers have classrooms equipped with a satellite receiver and are within twenty miles of nearly three-quarters of the targeted general household population. West Virginia Public Television reaches approximately 79 percent of this targeted population and provides an excellent vehicle for this cooperative venture.

Project Breakthrough's resource network establishes the local college/university as the nucleus for student support. Therefore, it is noteworthy that 63 percent of the targeted general household respondents live within 20 miles of the nearest state college, community college, or university. In further support of Project Breakthrough's resource network paradigm, 70 percent of the targeted respondents live within 20 miles of the nearest county extension office, a key link in student recruiting, motivation and communication.

Scheduling of Project Breakthrough Telecourses:

Fifty percent of the targeted respondents indicated that the timing of the telecourses did not matter since they own a VCR and thus can pre-record telecourses to be viewed at their convenience. The time of day cited most recently was between 9 and 11 pm. Additionally, there was no consensus for preference on day of week, however, weekdays were preferred over weekends.

Preference of Degree and Fields of Study:

A high percentage of the targeted respondents expressed an interest in pursuing a certificate or associate degree and then eventually working toward a bachelor's degree. This finding clearly reinforces the intent of Project Breakthrough, which will offer a progression of studies for students who will begin study in a certificate or associate degree program while progressing toward a Regents Bachelor

of Arts degree.

Fields of study identified most frequently were computer and information processing (34-50%), general studies (34-40%), and small business management (30-38%).

Marketing and Motivational Factors:

A key objective of the survey was to assess various marketing and motivational factors to be used in the design and implementation of Project Breakthrough. Respondents were asked to assess their level of confidence in their ability to take college-level courses. Their responses indicate a high level of confidence, particularly among HEITV and RBA respondents.

Targeted respondents were asked how they would pay for their tuition and books, estimated at $150 per course. The majority of the respondents (64%) expected to use personal funds. More than one-third of the RBA students (37%) expected their employers to pay for their college education.

Across all survey groups, targeted respondents view job and family responsibilities as barriers to furthering their education, followed by educational costs, and distances from college campuses. Project Breakthrough seeks to overcome th) barriers and is thus viewed as a viable opportunity for non-traditional adult lea. .ers to participate in college credit courses.

Respondents were asked the following question: As a potential student of Project Breakthrough, indicate how important the following factors are in you decision to participate in this program." Their responses clearly indicated that convenience and accessibility are key factors, plus having high quality courses and instructors, including courses that will help in their careers. Also important was the availability of financial assistance or student services, such as advising, registration, counseling and tutorial assistance. A third or more felt that financial assistance was very important and a total of 46 to 62 percent thought that financial assistance was either important or very important.

Respondents Interested in Receiving Additional Information:

A clear indication of the level of potential interest in Project Breakthrough was evident from the number of names and addresses requesting additional information. From the total respondent population of 1708, there were 1284 names and addresses of persons requesting additional information.

Research Conclusions:

The research provides relevant evidence that the need and motivation within West Virginia's adult population for accessible college credit does exist. This research provides the foundation for a conservative estimate that 5,700 adults may initially be interested in Project Breakthrough college credit telecourses. With this

potential student base and an effective statewide marketing strategy, Project Breakthrough opens new paradigms in accessible educational opportunities for adults.

Implementation Model:

The grant provided the opportunity for statewide research to be conducted and an implementation model specific to the needs of West Virginians could be developed. A major component of the model is the collaboration of higher education institutions, the West Virginia Library Commission, the West Virginia Educational Broadcasting Authority, the WVU Extension Service, and various grassroots organizations.

Technology Delivery:

West Virginia Higher Education established a statewide satellite delivery program in 1987, known as SatNet. With the C-band uplink installed at Institute, W.V., telecourses could be transmitted to C-band satellite receivers (downlinks) at all higher education institutions, numerous educational facilities, libraries, businesses and homes. The existing technology provides a good basis for higher education telecourse outreach.

Presently, it is possible to broadcast satellite credit courses from four locations in the state. SatNet is connected through the microwave system of the Educational Broadcasting Authority and three Public Broadcasting Stations. Live instruction will be sent via microwave from the institutions to the C-band uplink or can be transmitted from the electronic classroom at the uplink studio. Negotiations are underway to connect a fiber optic segment between northern West Virginia and Charleston. This network makes it possible for any faculty in the state system to provide credit instruction via SatNet. It is important to note that courses offered through SatNet are available for cross-listing by any of the public and some private higher education institutions in the state.

Instruction:

Project breakthrough provides the opportunity for state higher education institutions to highlight outstanding faculty through instructional telecourse delivery. Faculty members identified as outstanding instructors/researchers are being invited to become faculty-of-record for Project Breakthrough telecourses. The project staff advises faculty members about available software, technical/interactive aspects of telecourses, non-traditional adult learner research and video presentation skills.

The specific course design format will incorporate pre-produced video-software (two 30 minute tapes) with 60 minutes of live instruction/interaction for 15 weeks (including alternative times for examinations, research or specially scheduled events). Our research indicates that many adults will videotape the classes, thereby missing the professor-student live interaction. Therefore, students will have opportunities to

contact professors during alternatively scheduled office hours. In addition, questions may be facsimiled/mailed to the professor's office for response, or the Project Breakthrough tool-free line can relay the question or offer additional assistance. Special on-campus learning/experiencing sessions to augment telecourses will be offered at nearby campuses. Student support groups provide yet another avenue of interaction and feedback.

The curricular philosophy of Project Breakthrough is framed in the seven principles of good practice for undergraduate education cited in the American Association for Higher Education Bulletin (March, 1987):

a. **Faculty-student contact encouraged:** Because telecommunication is frequently identified as an isolated approach to learning, it is important to provide a variety of interactive possibilities. Project Breakthrough encourages: 2-way interactive audio communication during class, tool-free phone communication, incorporation of printed text, facsimile/mail communication, computer networking and on-campus meetings.

b. **Collaborative learning:** Even though distance learning is preferred by more mature, independent learners, Project Breakthrough provides access to a network of other adult learners in their area who are also taking specific telecourses. Through the registration format, the Project Breakthrough will encourage geographically located adults to participate in group interaction at local public libraries, worksites, or individual homes; contact each other through telephone/mail communications; and/or seek assistance through identified community mentors/tutors.

c. **Active learning encouraged:** Pedagogy and theory that applies to previous life experiences is an instructional strategy which encourages active involvement by the student with greater retention and application to new situations. Non-traditional students bring a wealth of life-experience that adds new dimensions to curricular application. Kalamas (1987) states, "One advantage adults have over youth in their ability to learn is a broad range of experience. These experiences enhance their ability to perceive, process, and use information and provide a foundation for gaining additional knowledge."

d. **Prompt feedback:** While this has long been known as an effective learning strategy, it has also been a weakness in distance education courses. Project Breakthrough has identified a variety of measures which are aimed at increasing the expediency of feedback responses. These include providing access to facsimile machines in rural locations, toll-free telephone communications, electronic mail, and computer networking for student-to-teacher requirements. The instructors will be financially supported for assistance in grading and responding to studen:

assignments and/or questions. Collaborative learning groups and mentor/tutors will also provide opportunities for content and assignment dialogue.

e. **Communicate High Expectations:** Part of the faculty training will include communicating high performance standards and clear course objectives. Research confirms the premise that non-traditional learners bring a higher level of intellectual maturity and achievement expectancies to their studies than their traditional counterparts (Imel, 1982, Brookfield, 1986; Kalamas, 1987)

f. **Time on Task:** Telecourses allow responsible adults to use time more effectively by viewing telecourses at a convenient time for attentive viewing and interaction. Adults are time-conscious learners because of their many roles. Most adult learners want to meet their educational goals directly, quickly and efficiently. This is reason why telecourses are so popular with more effective use of time on task. Adults will also have the option of taping courses for later viewing and reviewing.

g. **Respects Diverse Talents and Ways of Learning:** Telecourses allow for the autonomy that the adult learner demands. Project Breakthrough expands the telecourse delivery method to include options for a variety of learning styles: independent-self-directed study; collaborative learning interaction; a combination of video, audio and printed text; teacher-directed; and/or instructional mentorship/coaching.

Telecommunications technology allows educational access at a convenient time and place for non-traditional students such as: working adults who have limited access because of work schedules; people at home caring for children or the elderly; the unemployed who want to gain marketable skills or reinforce their existing skill base; adults who have earned their GED through tv courses; the elderly or others interested in lifelong learning opportunities. Project Breakthrough is therefore a plan to provide telecourses at a convenient time and place to a variety of adult learners, while providing a network of support services which insure a successful learning experience.

Student Support Network:

A key component of Project Breakthrough is the resource network. This network provides support services which are diverse and wide-ranging. Services may include:

- academic, career and financial counseling from the individual higher education advising services

- registration services, information access, potential receive sites, and marketing from extension offices in all WV counties
- reference material on-site viewing, videotaped lectures/programs, encouragement and information from public libraries
- tutoring from retired teachers and community professionals
- scholarships from local community groups and businesses
- information access through the Project Breakthrough tool-free line
- emotional and academic support from a Project-identified local student support network promoting collaborative learning

The professional personnel of these area resource networks represent a powerful foundation of personal support and encouragement in nearly every community.

The nearest higher education institution is the nucleus of this network. As students enroll in telecourses through their nearest institution, they become advisees of that institution, entitled to all services available to other students. The institutions are, thus, the center of a student's academic focus.

The project manager at West Virginia University is the key facilitator and coordinator of network functions. An 800 telephone line, facsimile machine, Extension Service electronic mail, and on-line computer services at the Project Breakthrough offices will enable any of the network's members or students to communicate easily with the project staff.

With the added support of public libraries, school personnel, community organizations, extension faculty, business, industry and other professionals and volunteers, the higher education network becomes unified. This unification brings strength which, in turn, directly benefits the non-traditional learner.

In Conclusion:

Project Breakthrough and telecommunications access will provide an educational opportunity that challenges barriers to higher education and will be a major catalyst in the non-traditional students' pursuit of higher education. West Virginia leaders are dedicated to meeting the challenges to bring about educational and economic change. Project Breakthrough is a vehicle through which these changes can occur.

The West Virginia hills are taking on a new look. The technology of challenge and change is in evidence, bringing with it the equipment for accessible learning opportunities today and the hope for a brighter way of life tomorrow.

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